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ABSTRACT

"The Journal of Staff, Program and Organization Development" is published quarterly as a medium for the exchange of information, both practical and theoretical, regarding the planning, design, implementation, and evaluation of practices and programs related to the effective and efficient functioning of institutions of higher education and the individuals within those institutions. The Journal has four "affiliate organizations." The group as a whole has agreed to support scholarly study, communication, and progress within the fields of staff, program, and organization development and to promote and further the fields as integral and necessary components of institutions of higher education. The four affiliate organizations are: (1) National Council of Instructional Administrators; (2) National Council for Staff, Program & Organizational Development; (3) National Council on Student Development; and (4) National Institute for Staff and Organizational Development. Typical issues in the Journal contain a half dozen articles and various announcements and resource reviews dealing with the field. Grouped together in this compilation are the eight issues published during 1984-1985. (AA)

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VOLUME 2, NOS. 1-4
1984

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The JOURNAL of STAFF, PROGRAM, & ORGANIZATION DEVELOPMENT

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. . . a different view of higher education's most valuable resource.

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Foreign teaching assistants present a special challenge to those responsible for staff development.

6

CONTENTS

VOLUME 2, NUMBER 1 *SPRING 1984*

12

20

25

Improving the Teaching Effectiveness of Foreign Teaching Assistants — *This article examines ways to meet the needs of foreign teaching assistants and proposes a model training program.* 6

Staff Development on a Shoestring Budget — *It is surprising how many SPOD activities can be arranged for little more than the cost of the donuts and coffee.* 10

The Office of Instructional Development as a Center for Personal, Professional and Organizational Renewal — *These successful efforts to institutionalize SPOD activities at a research university during a difficult financial period argues well for the future of SPOD.* 12

Staff Development: A Means of Coping with Change — *College administrators may find this strategy useful in adapting to a rapidly shifting educational climate.* 16

Models of Excellence for Professional Development — *In seeking ways to improve their professionals' competencies, colleges can easily adapt this model and modify it to their needs.* 20

Comment 2
SPOD Design and Development

Take Note 2
Spring Events for Staff Developers

Resources 25
The POD Network

Prescriptions 25
Goal Setting: High Risks for High Stakes

Reviews 27
Current Articles for Staff Developers

THE COVER: Design and development of programs for cultivating higher education's most valuable resource is the thrust of this issue. The cover art is by Tim Crow.

COMMENT

SPOD Design

Articles in this issue address common concerns

By GORDON WATTS

There are probably only a few among those involved in professional development that do not have some concerns about the design and development of their programs. Typical concerns of the remainder, depending of course on their circumstances, may include designing specific training programs for which needs have been identified, developing worthwhile programs with limited financial resources, or developing a comprehensive program whose existence will not be threatened by economic exigencies.

Such program design and development considerations form the basis for the articles in this issue. Patty Phelps describes a program designed to improve the effectiveness of foreign teaching assistants. For those interested in developing programs on limited funds, Robert Barthlow provides some alternatives. Then, William Jackson and Ronald Simpson describe their efforts at the University of Georgia to institutionalize their staff development program. Frank Wright and Margaret Montgomery follow with some insight on how careful staff development programming helped transform their institution from a small vocational-technical college to a much larger comprehensive community college. Finally, Lynn Burnham and John Roueche provide a model

(Continued on page 3.)

TAKE NOTE

Summer Events for Staff Developers

EVENT	FOR FURTHER INFORMATION
Association for the Study of Higher Education Chicago March 12-14	Jonathan Fife ASHE Suite 630 One Dupont Circle Washington, D.C. 20036
American Association for Higher Education Chicago March 14-17	AAHE Suite 600 One Dupont Circle Washington, D.C. 20036
Grant Proposal Workshop for College and University Faculty and Administrators Fort Worth March 15-16	Margaret Chambers Division of Continuing Education Texas Christian University P.O. Box 32927 Fort Worth, TX 76129
NCSPOD Mid West Regional Skill Building Workshop Omaha March 18-21	Betty Kyger Lincoln Land Community College Shepherd Road Springfield, IL 62708
Strategies for Organizational Excellence: OD'84 San Francisco March 21-23	University Associates, Inc. 8517 Production Avenue San Diego, CA 92121
Training West '84 San Francisco April 2-5	Training Conferences Lakewood Publications, Inc. 731 Hennepin Avenue Minneapolis, MN 55403
NCSPOD Northeast Regional Skill Building Workshop Princeton, N.J. April 26-27	Rosemary Miller Burlington County College Pemberton, N.J. 08068
Workshops in Health Sciences Education Hamilton, Ontario May 15-18	Nancy Balfoort Education Services, Room 2E13 Faculty of Health Sciences McMaster University 1200 Main Street West Hamilton, Ontario Canada L8N 3Z5
ASTD Conference Dallas May 20-25	ASTD Conference Dept. P.O. Box 8250 Washington, D.C. 20024

Roundup for Great Teaching Bandera, T.X. May 21-25	Don Bass College of the Mainland 8001 Palmer Highway Texas City, TX 77591
Education and Training for Human Development Memphis June 25-28	Arthur W. Chickering Director, Center for the Study of Higher Education Memphis State University Memphis, TN 38152

Information regarding the following workshops can be obtained from:

Center for Faculty Evaluation & Development
Kansas State University
1623 Anderson Avenue
Manhattan, KS 66502

Improving College Teaching
Washington, D.C. — March 7-8
San Diego — April 4-5

Better College Teaching Through Better Testing
Boston
March 22-23

Evaluating College Faculty
San Diego
April 2-3

For information regarding the following workshops contact:

Michael Gordon
NPDC
Highline Community College 25-5A
Midway, WA 98032-0424

Productivity Through People
Los Angeles
March 19-20

Increasing Productivity Through the Use of Quality Circles
San Francisco
March 21-23

Developing Effective Workshops & Training Sessions
San Francisco
April 10-11

Alternative Approaches to Evaluating Community College Faculty
San Francisco — April 9-10
Denver — April 12-13
Kansas City — April 16-17
Chicago — April 19-20

Alternative Approaches to Appraising Managers
Seattle
May 22-23

Managing Yourself and Others
Seattle
May 24-25

Workshop for Community College Deans of Instruction
Seattle
June 27-29

(Continued from page 2.)

for designing professional development programs within our colleges.

Looking ahead, we are preparing a survey that will be sent to a sample of our readers. The purpose of the survey is to collect readers' impressions and comments that will help us improve the *Journal* and make it more responsive to your needs. Should you receive one of the surveys, please give it careful attention.

I am issuing a call now for manuscripts related to faculty evaluation. I want to devote the final issue this year—to come out in November—to that topic. Deadline for manuscripts for that issue is August 1, 1984.

Workshops & Other Programs

Regional Workshops on Personal & Family Financial Planning

For community and technical college staff development practitioners, community and continuing education directors and faculty, these workshops are conducted by the National Council for Staff, Program and Organizational Development with the support of the American Council of Life Insurance.

High unemployment. Rising interest rates. The higher and higher cost of living. Numerous new investment possibilities. Expanding services at financial institutions. *These are complex economic times.* They call for informed choices and careful planning. Gaining the knowledge and the skill to help college students plan well and choose wisely is the focus of three regional workshops scheduled for this spring.

PURPOSES

The purposes of the workshops are:

- **To introduce you to a significant new resource for learning and teaching about financial planning *and in doing so***

(Continued on page 4.)

(Continued from page 3.)

- To prepare you to teach others—faculty and college students—about managing finances
- To explore ways to incorporating information about financial management into the community and technical college curriculum
- To teach you basic principles and strategies for managing finances effectively.

The centerpiece of the workshops is *Personal and Family Financial Planning: A Staff Development Workshop for Community College Trainers and Faculty*, a comprehensive manual just published by the American Council of Life Insurance after extensive field testing by the National Council for Staff, Program and Organizational Development. The manual contains a guide for workshop leaders; detailed suggestions for a workshop, including preparation, objectives, content, activities, and schedules; and handouts and resources. It also includes materials and activities for faculty to use in their classroom.

WORKSHOP DATES & LOCATION

March 10-11, 1984
Ramada Inn-Airport
Augusta, Georgia*

April 27-28, 1984
Henry Chauncey
Center at ETS
Princeton, New Jersey

March 17-18, 1984
Ramada Inn-Airport*
Omaha, Nebraska

*Transportation to Regional Skill Building Workshop will be provided.

For further information contact the persons listed for the NCSPOD Regional Workshops in the "Take Note" section.

Training and Certification of Developmental Educators

The Kellogg Institute for the Training and Certification of Developmental Educators has announced dates and application procedures for its 1984 training program. The 1984 Institute will hold its summer session from July 15 through August 12 on the campus of Appalachian State University in Boone, NC.

The 1984 Kellogg Institute will train faculty, counselors, and administrators from remedial, developmental, and learning assistance programs in the most current techniques for promoting learning improvement. The Institute program consists of a summer session followed by a fall term practicum project on the home campuses of participants. The 1984 summer program will focus on the use of learning styles and their implications for instruction, the process of developing evaluation activities, the use of academic intervention and counseling techniques, the management of programs and classes, and the use of computers for management, data collection, and instructional purposes. Faculty for the summer program include Dr. Hunter Boylan of Appalachian State University, Mr. Frank Christ of California State University—Long Beach, Dr. Chuck Claxton of Memphis State University, Dr. J. Otis Smith of Cheney State University in Philadelphia, and Dr. Milton "Bunk" Spann of Appalachian State University.

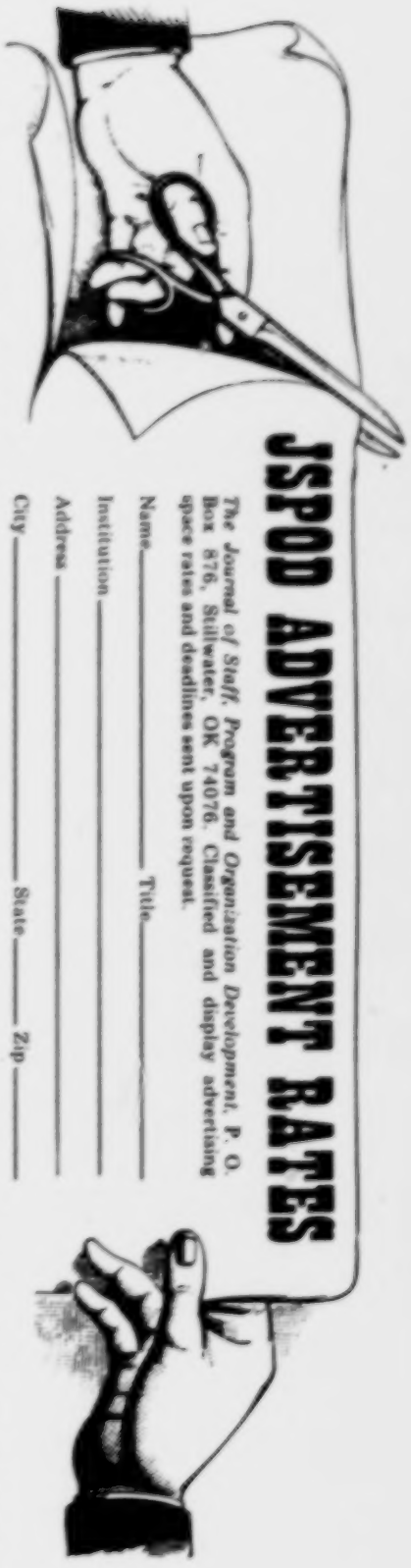
Institute fees are $595 plus $190 for board and a double room (single rooms are available for $220). A graduate credit fee for the fall semester practicum will also be charged. Up to eight hours of graduate credit may also be obtained for participation in the summer program.

Applications for the Institute may be obtained by contacting Ms. Elaini Bingham, Assistant Director of the Center for Developmental Education, Appalachian State University, Boone, NC 28608. Additional information about the Institute may be obtained by contacting the Institute Director, Dr. Hunter R. Boylan through the Center for Developmental Education (704) 262-3057. Early application is encouraged to insure a space in the Institute. The application deadline is March 31, 1984.

ANNOUNCEMENT POLICY

Announcements of events in the "Take Note" section are published free of charge on a space available basis. Requests for event listings should be submitted to the editor.

Announcements in "Workshops & Other Programs" are published at a rate of 12 cents per word. Copy should be submitted to the publisher, Forum Press, Inc., P.O. Box 876, Stillwater, OK 74076.



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To fulfill this purpose, the *Journal* seeks to publish both articles and descriptions of exemplary practices related to staff, faculty, management, program, and organizational development and evaluation. Although oriented primarily to the interests of the practitioner, the *Journal* invites theoretical "think pieces" as well as readable summaries of research that have practical implications for staff, program, or organizational development. The *Journal* is also interested in publishing information about resource development and personnel practices that facilitate and support staff, program, or organizational development.

THE REVIEW PROCESS

Manuscripts will be acknowledged upon receipt. Normally, following an initial review by the Editor, manuscripts will be sent to at least two members of the Editorial Board. Manuscripts which include statistical studies or research models receive additional review by a Research Editor.

At the present time, the *Journal* is not accepting book reviews, reviews of educational materials, interviews or dialogues, articles promoting a commercial service or product, descriptions of programs or projects not yet implemented, or articles extremely technical in nature.

TYPING AND OTHER REQUIREMENTS

1. Submit a self-addressed, stamped postcard so that receipt of the manuscript can be acknowledged.
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3. Include an abstract of the manuscript not to exceed 100 words.
4. Double-space the entire manuscript including references, quotations, tables, and figures.
5. Leave generous margins (at least an inch all around) on each page.
6. Give the manuscript a short, informative title.
7. Use headings and subheadings to divide the manuscript into meaningful sections. Type major headings in all capital letters and center. Type subheadings in capital and lower case letters flush with the left margin.
8. Number all pages consecutively. Do not place your name on any of those pages.
9. Type references in alphabetical order by the author's last name.
10. Place your name, title, address, institution, and telephone number on a cover page only so that the manuscript can be reviewed anonymously.
11. Use the *Publication Manual* of the American Psychology Association to answer any questions of style and form not covered here.
12. Do not submit material that has been published previously or that is under consideration for publication elsewhere.
13. If you want your original manuscript returned, include a large self-addressed, stamped envelope.
14. Authors bear full responsibility for the proper crediting of sources used in the manuscript and for the accuracy of references, quotations, tables, and figures.

LENGTH AND CONTENT REQUIREMENTS

1. *Full length articles.* Manuscripts should generally not exceed 3,500 words (approximately 14 pages of double-spaced typewritten copy including references, tables, and figures).
2. *Exemplary practice articles.* Manuscripts should not exceed 2,000 words (approximately 8 pages of double-spaced typewritten copy including references, tables, and figures). These articles should report on or describe new and/or exemplary practices, programs, techniques, or policies and procedures.

MANUSCRIPT MAILINGS

Mail the return postcard, the original manuscript, two copies, cover sheet, abstract, tables, charts, and return envelope to:

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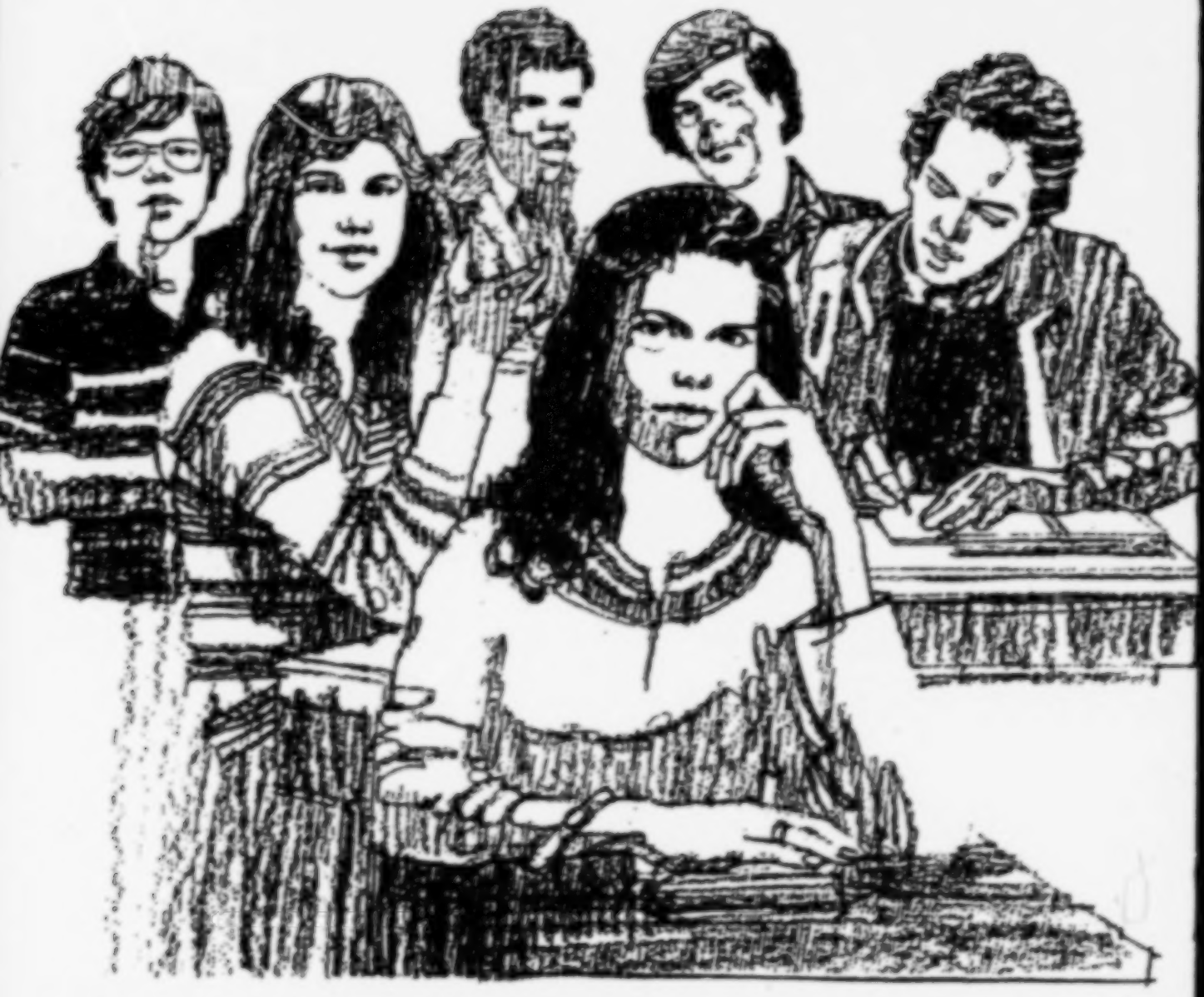

This article examines ways to meet the needs of foreign teaching assistants and proposes a model training program.

Improving the Teaching Effectiveness of Foreign Teaching Assistants

By PATTY H. PHELPS

The use of international graduate students as teaching assistants is a growing concern among universities which offer advanced degrees. The percentage of teaching assistants of foreign origin in most major universities ranges from 15 to 19 percent (Franck and DeSousa, 1982; Dege, 1981). This translates into a sizable proportion of undergraduate classes being taught by foreign teaching assistants. The need for teaching assistant (TA) programs was indicated by Smith and Goodale (1983). Foreign teaching assistants (FTAs) present a special challenge to those responsible for staff development. This article presents an overview of the situation, discusses existing programs, examines ways to meet the needs of FTAs, and proposes a model training program.

RATIONALE

American students and parents have registered complaints with university administrators about problems in foreign teaching assistants' classrooms. Many complaints have focused solely on the FTA's poor command of the English language when in reality the problem is much more complex. Most problems experienced by foreign teaching assistants are the result of sociocultural differences and the use of teaching techniques inappropriate to the American university setting. Ignorance of how American students and educational practices differ from those of other countries can easily lead to a breakdown in communication. Greater understanding of American culture will better prepare foreign teaching assistants for their duties. Foreign teaching assistants need help in developing their teaching skills as well as linguistic skills for success in the classroom, thus providing their students quality instruction. A training program specifically designed for foreign teaching assistants can provide the needed assistance.

EXISTING PROGRAMS

The University of California—Davis has developed Rhetoric 298—Teaching Practicum for Foreign Students—to meet the communicative needs of foreign TAs. This course is based on the belief that the TA's key to success lies in communication rather than merely linguistic skills. Mastery of the English language does not automatically guarantee quality teaching. FTAs do need to be aware of difficulties which can arise if they cannot be understood, but increasing intelligibility involves more than attention to pronunciation difficulties. Classroom dynamics and communication basics are essential ingredients of teaching effectiveness. A survey of FTAs at the University of Minnesota shows that they lack knowledge of these areas and their major problems in teaching U. S. students are teaching strategies and skills, rapport with students, classroom delivery, pronunciation, and communication (Dege, 1981).

From an examination of programs at several universities, two basic approaches emerge as ways of helping foreign teaching assistants improve their teaching effectiveness. One approach concentrates on the proper use and pronunciation of English and offers an "English as a Second Language" course specifically for FTAs. Another approach emphasizes principles of education and communication and presents effective teaching techniques. Although the ideal program would incorporate aspects of both approaches, the danger exists of having program objectives which are too broad. Trying to cover too much in too little time will result in a less than effective program.

PROGRAM GUIDELINES

The following components of a model program for foreign teaching assistants were compiled from a review of programs at Ohio University (Parsons and Saelagowski, 1983), University of California–Davis (Franck and DeSousa, 1982), University of California–Irvine (Brinton and Gaskill, 1979), University of Minnesota (Dege, 1981), and State University of New York at Buffalo (Rice, 1979):

1. Awareness of and sensitivity to problems arising from cultural differences.
2. Knowledge of the communication process and application of this knowledge to the classroom.
3. Organization of ideas for effective presentations.
4. Proper techniques of asking and answering classroom questions.
5. Use of audiovisuals to enhance instruction.
6. Ways to handle common student advisement problems.
7. Increased self-confidence of FTAs.

Efforts to train foreign teaching assistants should include opportunities to practice what they are trying to improve. Videotaping and roleplaying are highly recommended activities. Oral presentations related to one's discipline can be videotaped during the training sessions. Through videofeedback, FTAs can be directed toward problem areas and given suggestions for improvement.

TABLE 1

Seminar Session Descriptions for "Teaching and Learning in Higher Education"

SESSION ONE

The Institution of Higher Education in America

An overview of the history and philosophy of higher education in America with particular attention to the differences between educational practices of the United States and those of other countries.

SESSION TWO

The Social Side of Teaching: Rapport, Roles, and Relationships

An examination of the social aspects of teaching including the establishment of rapport, delineation of roles, and the development of interpersonal relationships with students.

SESSION THREE

Teaching and Learning as a Communication Process

Application of communication theory to the classroom. Study of and effective use of nonverbal cues and active listening. Attention to linguistic skills and language difficulties. Understanding of common American student idiomatic expressions.

SESSION FOUR

Lesson Planning and Preparation

The use of objectives in teaching. Outlining plans for subject matter coverage.

SESSION FIVE

Delivering a Lecture

Pointers on organizing material and effective delivery principles. Practice in presenting mini-lectures with feedback on strengths and weaknesses. Videotaping utilized.

SESSION SIX

Asking and Answering Questions

Phrasing and timing of questions in the classroom. Responding to student questions. Opportunities to roleplay situations.

SESSION SEVEN

Media Usage in the Classroom

Use of the chalkboard, overhead projector, slide projector, films, etc. Selection of media to enhance teaching/learning.

SESSION EIGHT

Test Construction, Evaluation, and Grading

Fundamentals of constructing a test and grading fairly.

SESSION NINE

Advising Students

Use of interpersonal skills in handling common situations which usually take place outside of the classroom (*e.g.*, office counseling). Roleplaying utilized.

SESSION TEN

Summary and Evaluation

Wrap-up and synthesis session of past nine sessions. Recommendations for future programs.

It is very important that presentations and pronunciation practice utilize the FTA's own teaching materials in order to make the experience relevant and practical.

Roleplaying is helpful when real, personal classroom problems are addressed. Various incidents drawn from participants' actual experiences will be more beneficial than those imposed by a leader/facilitator. There are, however, situations that may have not arisen yet for which the leader can suggest appropriate responses. Several university courses for foreign teaching assistants use readings from McKeachie's *Teaching Tips: A Guidebook for the Beginning College Teacher* which is considered a valuable resource.

Careful consideration should be given to establishing criteria as to who should attend and, if necessary, on what basis enrollment should be limited. Participation might be required or voluntary, during the FTA's first semester or prior to appointment, based upon department head recommendation or objective test scores, e.g., the newly developed Test of Spoken English. This test, produced by Educational Testing Service, measures the proficiency level of spoken English. It examines how ideas are communicated and yields scores of overall comprehensibility, pronunciation, grammar, and fluency. Measuring a potential teaching assistant's specific problem areas by means of the Test of Spoken English is one way to channel FTAs into the program.

There are several advantages to limiting enrollment in courses for FTAs. Within small groups, more personal attention and the greater use of videotaping are possible. Limiting enrollment fosters the development of a support group in which relationships can be built and problems shared. This can help strengthen the participants' self-confidence as well as interpersonal skills. The use of small group discussion sessions was evaluated favorably by participants in the University of Minnesota program (Dege, 1981).

SEMINAR SERIES

Whatever program format is established for foreign teaching assistants, their many time demands must not be overlooked. The most desirable time frame seems to be one two-hour session per week for eight to twelve weeks during the semester. A series of seminars by volunteer faculty members with interest and expertise in cross-cultural communication and education is suggested. "Teaching and Learning in Higher Education" is a possible title for this series. A brief description of each session is shown in Table 1.

COORDINATION

One university office, such as a center for instructional improvement/faculty development, should coordinate the series of seminars. This office would be responsible for scheduling the seminars, i.e., selecting a time and place, providing equipment and materials, securing presenters for the sessions, publicizing the series, and assuring a sense of program continuity. The graduate school's endorsement along with financial support for these activities is essential for the program's success. Input from the international students office should be sought. Implementing a foreign teaching assistants' program will entail the utilization of resources from the learning skills center and various academic departments.

SUMMARY

A training program for foreign teaching assistants will require extensive cooperation among various departments and offices. Such departments as English, communication, educational psychology, and curriculum and instruction, as well as service offices such as those for international students, graduate students, faculty development, and learning skills, must work together to meet the needs of foreign teaching assistants.

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Patty H. Phelps is a graduate assistant at the Faculty Development Center of Mississippi State University.

Staff Development on a Shoestring Budget

By DR. ROBERT L. BARTHLOW

DURING THE 1980s, as the budgeting process becomes more difficult, hard choices and new priorities will cause some programs and services to be curtailed or eliminated. Because staff development is an intangible and because it is often perceived not to have any immediate results, it becomes an "easy" item to cut. On the other hand, persons involved in staff development believe that the continual development of the staff—the human resources of the institution—over the long run does contribute to the effectiveness and vitality of the organization.

While it may not always be possible to win this philosophical battle for staff development during the tension and deadlines of producing a balanced budget, the concept of providing a worthwhile staff development program need not be abandoned. It does mean, however, that the staff development officer will need to be much more resourceful to keep the program alive. In fact, a case could be made for the position that during times of crises, there is a greater need to maintain staff development programs. There is a greater need to be careful that an institution's personnel are not becoming outdated in their knowledge, skills, and data when establishing priorities and reducing or eliminating services and programs.

Based on the premise that staff development should not be allowed to be a casualty of a new economic era, the remainder of this article is devoted to examples of inexpensive but worthwhile programs.

Video Tapes

Large corporations often underwrite and make available free of charge video tapes (or films) on topics which often can be used to great advantage on the college campus. For example, the Pennsylvania Power and Light Company in Allentown made a video tape available to Lehigh County Community College which helped the faculty to understand the value systems typical of each generation, their development, their differences, and their effect on our judgment of people younger and older than ourselves. Thus, by learning more about the value differences between generations instructors can work more effectively with the diverse student body of today.

Speakers from State Agencies

Staff members from state agencies can present informational programs on pending or recently enacted state legislation affecting higher education in general and community colleges in particular.

Administrator Panel Exchange

Take a group of your top administrators to a nearby community college and explain how your college is organized, how responsibility is assigned, how the decision-making process functions, what major problems are being encountered, and what solutions or directions are under consideration. Then, at a later date, have that college's administrators exchange the program by visiting your campus and explaining the operation of their college. Such exchanges stimulate thinking and can provide the impetus for making improvements in administrative operations.

Review of Personnel Problems

Have your personnel officer review the problems and grievances which have been referred to the Personnel Office in the past year or two. The personnel officer, without using names, presents

the problems at a workshop for administrators and the decision made in each case. The participants are then invited to discuss the cases and explore how they would handle the problems in their departments and how some problems might be avoided.

Faculty Sharing with Faculty

On most campuses, faculty are not very aware of what their colleagues are doing. Colleague activity, a rich resource, can be tapped by generating programs built around: (1) explaining grant projects being undertaken, (2) having faculty explain their latest curriculum development projects or publications, and (3) having faculty members demonstrate innovative teaching methods they have found to be successful. These programs could be a combination of formal presentations, drop-in workshops, and/or displays in the library or learning center.

Joint Programs with Other Colleges

Develop a topic of sufficient interest to two nearby colleges and offer the program at one campus while splitting the cost between the two colleges. Good topics would be current legal aspects of the teaching profession and coping with stress or burnout. A variation of this approach is to develop a program and invite colleges within a reasonable commuting distance to send participants for a small fee per person. This reduces the cost of offering a well-known resource person to your own staff.

Interaction Among Staff

Tensions, misunderstandings, prejudices, and stereotypes often build up among the clerical staff, faculty, and administration causing an institution to be less than efficient in fulfilling its mission. Address these under-the-surface attitudes by having representatives from each group meet face-to-face and explore the problems which develop out of their working relationship.

These are but a few examples of what can be accomplished on limited budgets. It is surprising the number of activities which can be arranged for little more than the cost of the donuts and coffee. If you believe that staff development is worthwhile, then your convictions can lead you to replace at least some of the budget reductions with resourcefulness.

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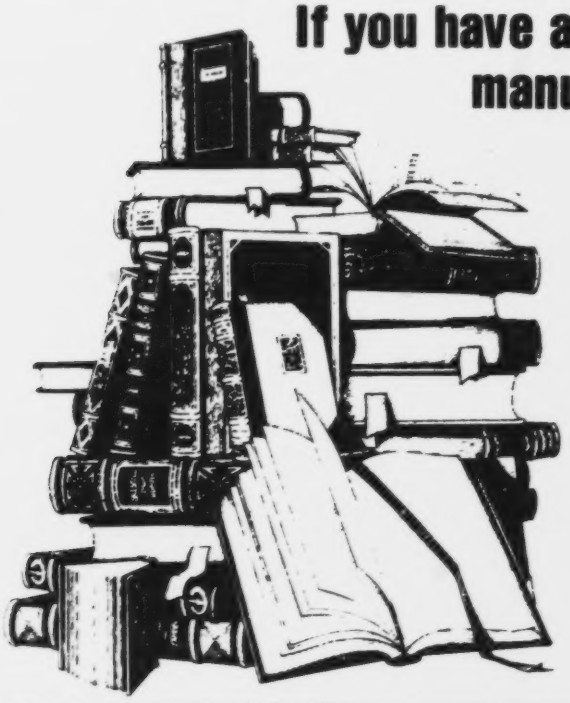

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15

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The Office of Instructional Development as a Center for Personal, Professional and Organizational Renewal

By WILLIAM JACKSON and RONALD SIMPSON

DURING THE REMAINDER OF THE 1980s and into the 1990s the need for universities to initiate and expand personal, professional and organizational development activities will become increasingly evident. The large cadre of young, enthusiastic faculty hired during the '60s and early '70s is now approaching middle age. This group, representing at least one-half of the total number of faculty at most colleges and universities, is in need of new, creative means of renewal less important in earlier times characterized by high mobility and constant influx of new faculty with fresh ideas (Hesburgh, 1983).

Declining resources are placing increasing demands on institutions of higher education to improve the efficiency of the academic enterprize

These successful efforts to institutionalize SPOD activities at a research university during a difficult financial period argues well for the future of SPOD.

and increased competition for students will soon make quality of instruction a major issue even in the research university environment. This is occurring at a time when the majority of the faculty are moving past midcareer and into a period when research indicates that their instructional effectiveness and productivity begins to decline (Linsky & Straus, 1975). In addition, just when the majority of faculty are entering a period of their careers when they will feel increasingly out of touch with students and less enthusiastic about teaching (Martensen, 1983) students, who are not as well prepared as in the past and who are in need of greater support from the faculty, are arriving on our campuses.

Amid this milieu of conflicting pressures within universities lie opportunities for instructional development programs to engage institutions in organizational self-renewal to meet these new challenges. The University of Georgia's Office of Instructional Development is one example of a unit attempting to address these concerns through a broad range of personal, professional and organizational development activities.

The University of Georgia and its Office of Instructional Development

The University of Georgia is a research-oriented, land-grant university enrolling 26,000 students and employing 1,850 faculty. The university is acknowledged as the flag-ship institution of a highly coordinated state system of 33 institutions of higher education. Over the past twenty years research efforts of the university have grown dramatically and Georgia is now found on a number of listings of major research institutions in the United States (Carnegie Foundation, 1976). The growing reputation of The University of Georgia has also resulted in substantial growth in the number of top-flight undergraduates attending the institution as indicated by increasing numbers of enrolled honors students and national merit and national achievement scholars.

As a means of promoting and improving *instruction* at the university, the Office of Instructional Development (OID) was established in 1979 and staffed with a permanent director in 1981. The OID director reports to the vice president for academic affairs and the office is funded as a line item in the university's operating budget. The office is advised by a university-wide faculty Instructional Advisory Committee. The university's Instructional Resources Center, a large, previously established university-wide media center, is a unit of the OID as is the BioScience Learning Center (BSLC). In addition to the director and the staffs of the IRC and BSLC, the OID now has a full-time associate director and full-time coordinator of instructional services. The total 1983-84 budget for the OID is approximately $425,000.

Instructional Development Needs of the University

The present OID director arrived on campus in 1981 having served both as a faculty member and academic department head at another land-grant university. This individual also had served previously on the faculty of The University of Georgia. No fixed agenda for the OID was presented to the director upon his arrival. Instead, he was given the freedom to determine the instructional development needs of the university and in consultation with the vice president for academic affairs, implement appropriate programs and activities to meet those needs.

Consultations with the Instructional Advisory Committee, the deans and vice presidents, numerous department heads, and scores of faculty at various career stages identified institutional needs which could be met only by a broad program of activities drawing from the paradigms of instructional, faculty, and organizational development. These included the need to:

- increase the awareness of and to elevate the status of instruction as valued activity in a research oriented environment;
- improve communication among a faculty characterized by high levels of specialization and competition;
- provide renewal opportunities for a large group of faculty at midcareer and beyond (approximately 2/3 of the total faculty);
- assist faculty with the integration of new technology into the instructional program (particularly new computer technology);
- assist faculty with the evaluation of instructional effectiveness;
- assist faculty individually with problems relating to instructional effectiveness;
- improve the quality of instruction delivered by graduate teaching assistants;
- expose faculty to current issues and ideas relating to teaching in college;
- introduce faculty and administration to the wide range of instructional support resources already available with the university; and
- encourage funding for research and development activities in instruction.

OID Programs and Activities

In order to address the needs of the university identified above, the OID staff looked to other successful instructional and faculty development programs around the country and also continued to seek advise from faculty opinion leaders and academic administrators on the campus. Out of our identification of needs and compatable responses evolved a broad range of programs and activities which are engaging the institution in instructional, faculty, and organizational development. Included among these activities are:

- *Weekly noon seminars* drawing on local talent to address both personal and professional concerns of the faculty and staff. Faculty make presentations and lead discussions on topics such as "Test Construction," "Managing Stress," "Making an Effective Presentation," and "Managing Your Personal Finances." These sessions drew approximately 700 faculty during the 1982-83 academic year.
- *Instructional Improvement Grants* providing seed money to faculty desiring to develop new approaches to teaching. In its first year this program funded 24 faculty members engaged in 14 improvement projects. The average grant was $2,500 and a typical project involved the integration of the microcomputer into the instructional program.
- *Media support* provided through the Instructional Resources Center. The university's comprehensive media center increased its contact with faculty as its services were actively promoted and highlighted through OID publications and activities.
- *Awards for teaching excellence* administered for the university by the OID. Currently two $1,000 awards are given each year to recognize outstanding teachers. These awards are the highlight of the university's Honors Day Program and are named in honor of the university's first president who actually taught students.
- *Support services for GTAs* including the publication of a GTA Handbook, a course on college teaching, and consultation with individual departments and schools regarding the improvement of GTA delivered instruction. These services have the active support of the graduate dean and have been well received by the GTAs and their academic departments.
- *A quarterly newsletter* highlighting important instructional issues and events at Georgia and informing the faculty of OID services and activities. Responses to calls for proposals, seminar notices and articles indicate that this publication is widely read on campus.
- *Computer-related support services* provided on a full-time basis by one of the OID professional staff. These services include university-wide week-long faculty institutes on academic computing; workshops and seminars for individual departments, schools, and colleges; and consultations with individual faculty.
- *University-wide conferences* that focus on a major instructional or faculty development issue over a two-day period. The first of these conferences dealt with evaluation of teaching effectiveness. The second focused on personal and professional renewal.
- *New faculty orientation* held in conjunction with the official town-gown welcome for new employees of the university.
- *Consultations* with individual faculty, department heads, and colleges and schools on matters relating to instruction. These consultations have ranged from work with colleges and schools on testing and evaluation procedures to work with individual faculty on improving some specific aspect of the faculty member's teaching.

One of the most successful OID activities to date is one that simultaneously addressed the widest range of institutional needs. The two day Conference on Professional and Personal Renewal held in September of 1983 is probably the best example to date of our efforts to engage the institution in comprehensive SPOD. This conference, sponsored by the OID and planned by a blue-ribbon, ad hoc committee drawn from the helping professions on campus, focused the attention of the institution on the professional and personal renewal of the faculty. A menu of 25 session topics was developed and validated through a survey of the entire university faculty and staff. The topics ranged from "Spicing up Your Teaching," to "Managing Your Personal Finances," from "Creative Leave Opportunities," to "Problems of Dual Career Families," and from "Improving Your Physical Fitness," to "Dealing with Problems Faced by Professional Women." Two key elements of this conference were a faculty-helping-faculty concept which resulted in 35 of the 39 presenters being drawn from the university faculty and a follow-up concept that provided mechanisms for each topic to have followup activities during the year. One of the most popular activities of the conference was a "hobby fair" during which faculty and staff displayed and discussed their hobbies with each other. This conference drew over 200 participants even though it was offered just after Labor Day and two weeks before the beginning of school. Some of the most frequently heard comments were "you have to do this again," "this is the first time the University has done anything like this for faculty," and "I enjoyed getting to know faculty from other disciplines." Plans are currently underway for a similar activity next year. One additional feature that was unique was that spouses were also invited to attend. This proved to be quite successful.

How do we Know it is Working?

One of the most frequently expressed concerns regarding the work of offices like the OID is the concern over how one evaluates the impact of such an office. This is certainly a difficult issue to address, but probably no more difficult than the issue of evaluating teaching effectiveness. Some take the position that indepth consultations with individual faculty members is the best way to approach instructional development because the impact of such activities are easily measured. Though an important component, such activity as the *major* effort of an office in an institutional setting like ours would never produce organizational changes that tend to benefit and support instruction. Instead, we contend there are unobtrusive measures which can be used to document and support more comprehensive instructional development activities. Just as students "vote with their feet" by enrolling or not enrolling in courses, faculty and administration do likewise by participating or not participating in OID activities. Where appropriate, we have also used written evaluations and neutral observers to evaluate and improve specific programs and events. Our work is constantly under review by a faculty advisory committee which meets with us on a regular basis and by the vice president for academic affairs who regularly receives comments from deans, department heads, and faculty.

Even during a time of relatively austire budgets the OID has been allowed to expand its staff and services. Two full-time doctoral-level positions (the associate director and the coordinator of instructional services) have been added to the office during the last 18 months. Faculty do not view the OID as a unit competing for scarce resources but rather see the office as a growing source of direct support for faculty and the instructional program. Some of the busiest, most productive members of the faculty gladly volunteer their time to staff OID activities. All of these measures seem to indicate that the OID is meeting deep-seated SPOD needs of the institution.

Implications for the Future

The reception which the Office of Instructional Development has received at The University of Georgia argues well for the future of staff, professional and organization development in higher education. The university elected to invest in an instructional development program which focuses on personal, professional and organizational renewal during a period when budget pressures were greater than at any other time in the recent history of the university. The office has received growing support from both the faculty and administration and has been able to focus the attention of the institution on the human resources development needs of the university. Others who wish to embark on a program of SPOD should be encouraged by what has happened at Georgia during the last three years.

Positive results have not come automatically. The staff has endeavored hard to epitomize the concept of *service*. We have listened to faculty and we have allowed our administrative superiors to share in many of our successes. We have tried hard to speak a clear language, be honest, be dependable, and highlight not our own successes but the accomplishments of those we help. We know of no other way to sell the SPOD concept. The future does appear promising. For the first time in the history of higher education in the United States it appears that a golden opportunity exists to institutionalize many of the rational aspects of professional education that have been with us for decades, but for various reasons have been largely ignored.

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STAFF DEVELOPMENT: A Means of Coping with Change

College administrators may find this strategy usefull in adapting to a rapidly shifting educational climate.

By FRANK WRIGHT, JR. and MARGARET D. MONTGOMERY

Q. Can an established educator accommodate rapid change without incurring chaos?

A. Perhaps it's time for another look at staff development. . .

THE GENERAL FORECAST for higher education in the 1980s indicates rapidly changing currents signified by new concerns and clienteles. Duly forewarned, college administrators across the land are keeping a close watch on ways and means of reckoning, of keeping their institutions alive and hopefully thriving, as they maneuver through the storms of academia.

In 1980, the Louisiana legislature granted what was then Delgado Junior College a mandate for change; one with inherent potential for unleashing an educational tempest. In essence, the college was asked to achieve a swift transition from a decades old vocational-technical emphasis to a greatly strengthened liberal arts orientation — to become much less an "institute" and much more a college, namely, Delgado Community College.

This transition would affect, not always agreeably, scores of veteran staff gathered under previous administrators whose philosophies and practices were often at variance with those of the school's newly appointed leaders.

Under the latter's aegis, a long-range plan would be developed to fulfill Delgado's new mission as a comprehensive community college. What was needed was a built-in strategy for avoiding friction, dissension, and misinformation among college employees as the school moved forward. The strategy chosen by administrators—one which might well assist other colleges confronting changing conditions—was system-wide staff development.

Though the story of Delgado's recent (and ongoing) metamorphosis involves a specific institution with a unique set of variables, it does serve as a vivid illustration of the potential for viewing staff development not as an insitutional band-aid, high on the list of budget cuts, but rather as a key link in the contemporary educational chain leading from administrator to faculty and staff, and finally, to students.

Stated simply, Delgado's transition constitutes a "worst-case" study of how fundamental organizational and program changes can be successfully keyed into a system-wide staff development effort.

HEADING TOWARDS A CRISIS

As the state's first comprehensive community college, Delgado was expected to explore educational waters previously uncharted in Louisiana. Its major task consisted of fully integrating a

strong liberal arts/transfer curriculum into a 60-year old vocational-technical orientation, with the resulting whole supported by a solid developmental studies program.

Bucking the national trend towards applied higher education, Delgado's new administration also faced a crew of seasoned staff with an inherent (and understandable) potential for dragging the anchor. Though the college's new agenda meant increased benefits for the surrounding community—one desperately in need of an alternative to either fairly or very expensive four-year colleges—for staff, it would frequently spell increased demands in the face of decreased benefits.

Changes wrought in the school, part and parcel of Southern Louisiana's easygoing delta culture, would be pervasive and in some instances, radical. Along with creating new, multi-campus organizational and administrative structures, and establishing new academic divisions, Delgado's administrators planned to introduce an entirely new management system requiring 100 percent staff participation.

Chosen for its ability to facilitate a long-range program of physical, organizational, curricular and administrative change, Management By Objectives (MBO) would mean a disruption of formal and informal power structures throughout the college. Previously, the needs and desires of academic units had floated upward, buoyed by expectations of support from above.

Under MBO, across-the-board systems of accountability (requiring individual and collective action plans) were initiated to further system-wide goals and objectives predetermined on the administrative level. Not open to debate, the new goals and objectives would affect instructional quality, "open door" liberal arts and student support programs, academic staff development, management planning, physical facilities, fiscal matters, community services development, and institutional advancement. In short, just about everything that mattered.

One of the keys to achieving the new agenda would involve what Martin Blyn and C. E. Zoerner, Jr. (1982), have described as an all-important "substantive agreement regarding the primacy of authority in different areas." In Delgado's case, the chances of smoothly obtaining such a consensus seemed comparable to those between Washington and Moscow on a difficult day. Especially in view of recent salary decreases resulting from a 12- to 9-month shift in faculty status, accompanied by steadily increasing enrollment figures.

The chorus of groans and sighs could be heard in advance. "More work for less pay? You've got to be kidding."

While undertaking the integration of liberal arts/transfer and vocational-technical programs, and almost simultaneously expanding community services, developmental studies and student support function, Delgado administrators were acutely aware that employee ambivalence or misunderstanding regarding the college's new role could halt their agenda in its tracks, legislative mandate or no.

Though already student-centered in philosophy and practice, the school was still subject to significant amounts of confusion as to the mission and purpose of the modern, comprehensive community college -- an insititution whose very definition has a built-in capacity for continued evolution.

As observed by Leland Medsker (1960) and other noted researchers (Bloom, 1971; Cohen and Lombardi, 1980), a clear correlation exists between faculty acceptance of insitutional philosophy and effective teaching on the community college level. This was one area in which Delgado couldn't afford to fail.

Faced with the following equation: "Effecting change equals a need for cooperation minus significant discontent and ambiguity;" administrators came up with a solution. They would institute an ongoing program of system-wide staff development, offering ample opportunity for communication, information, training and involvement on the part of faculty and staff.

IMPLEMENTING SYSTEM-WIDE STAFF DEVELOPMENT

Under the guidance of a full-time coordinator, Delgado's staff development program was designed to accommodate three interconnecting perceptual areas:

1) Administrative perceptions of matters affecting the entire college.
2) Division chair perceptions of needs based on faculty evaluation.
3) Individual faculty and staff perception of needs.

Thus, all levels of college staff became involved in working towards the program's stated goal, e.g., the "planning and implementation of programs and activities to assist faculty and staff in improving the quality of services offered, while preparing to meet the challenges of the future."

To best serve Delgado's multi-campus system, a dual-level organizational plan was devised to incorporate the above-listed perceptual areas. A comprehensive systems program, directed by the staff development coordinator, would address current, major priorities of the central administration. In addition, each of Delgado's two major campuses would have its own program, coordinated by a faculty committee and sponsoring an ongoing variety of workshops, seminars, and lectures, relevant to its own needs.

Inititally, staff development was used as a method of educating faculty and staff as to the why's of new programs, procedures, and organizational patterns, within the comprehensive community college concept. Prior to the unfolding of each major change, such as creation of new academic divisions or expansion of student support services, a staff development activity was initiated to inform and solicit cooperative involvement from faculty and staff.

During an intermediate stage, the staff development program gave careful attention to assuring that activities were planned for each identifiable group on campus, i.e., full- and part-time faculty, administrators, division chairmen, counselors, and classified staff. The all-inclusive series of presentations drew its content from personnel evaluation processes, and individual needs assessments drawn from the three perceptual groups described earlier.

In a third and final stage, each campus formed its individual faculty/staff development committee, mentioned above, with the college's staff development coordinator serving as a central resource person.

Thus representing campus-wide concerns, issues and needs, a roster of outside speakers and consultants interspersed with campus administrators was introduced on a progressive schedule.

A representative cross-sampling of initial topics and target groups included: "Adademic Advising" (faculty advisers and counselors); "Career Counseling and Life Planning" (counselors); "Leadership and Management" and "Faculty/Staff Appraisal and Development" (division chairmen and other administrators); "Management for Productivity" (all administrators), "A Systems Approach to Vocational-Technical Instruction" (vocational education instructors); "Workshop for Part-Time Faculty;" and "Brush-Up Session" (clerical staff).

One of the earliest program offerings consisted of "Teaching in the Community College," an introductory-level workshop attended by all faculty. As staff sophistication increased, updated versions of this and other workshops were offered. As a case in point, last fall's "Mission of the Community College in an Urban and Technological Environment" was presented by the president of the Community College of Philadelphia.

In 1982, Delgado scheduled more than 20 staff development activities, with collective attendance approaching 900 participants. With an average cost-per-workshop of just under $154, staff development accounts for less than one percent of the school's total operating budget. The latter figure

SUMMARY of DCC STAFF DEVELOPMENT PROGRAMS (SDP)

	1979-80	1980-81	1981-82	1982-83	*1983-84
SDP ACTIVITIES	20	20	20	14	22
SDP PARTICIPANTS	910	985	830	850	868
SDP EXPENDITURES	$2,663	$1,800	$3,075	$3,000	$ 886
AVERAGE COST PER SDP ACTIVITY	$ 133.15	$ 90.00	$ 153.75	$ 214.28	$ 40.27
AVERAGE COST PER PARTICIPANT	$ 2.93	$ 1.83	$ 3.70	$ 3.53	$ 1.02

*Figures are up to February 1984.

should hold encouragement for institutions believing that adequate staff development is beyond their fiscal means.

As one Delgado administrator has stated, not without a certain proud fatigue, "We have been doing so much for so long with so little, we can do almost anything on practically nothing."

This observation is borne out by the fact that for approximately $3 per employee per year, the college has accomplished a surprisingly smooth transition from a primarily terminal to an increasingly transfer oriented two-year college over a relatively short period of time.

Due to its demonstrated effectiveness during Delgado's transition period, staff development is becoming not only a familiar, but an integral part of campus life. Administrative efforts are underway to institutionalize a plethora of workshops, seminars, and lectures which will provide a consistently dependable mechanism for meeting future needs and exigencies.

When the college's *1983-84 Operational Guidelines* went to press, the manual described nearly 50 activities for faculty and staff. The sum of the 12-month program appropriately reflects the community college's keen interest in addressing the pragmatic, while keeping tabs on theory.

Efforts to constantly upgrade the quality of staff development activities depends in great part on feedback from participants (Smith, 1977). Following each staff activity, participants are asked to complete evaluations with a yes-no format, accompanied by open-ended questions rated on a scale of one-to-five. In some instances, written comment is also solicited.

MEASURING SUCCESS

The close relationship between staff development activities and Delgado's successful transformation was illustrated in a 1983 evaluation of the college's administrative procedures and planning system. Conducted by an outside consultant firm, the study gave Delgado an "A" for workability and effectiveness, while citing a "surprising degree of support" from faculty and staff. According to evaluators, "This [support] is clearly due to Delgado's involvement of its staff in every stage of development."

A second evaluation, conducted by college personnel, sought to discover if new recordkeeping systems were causing undue hardship for faculty. Although not altogether delighted by additional work, instructors did recognize the value inherent in detailed record maintenance. Once changes recommended by faculty were implemented, resistance to recordkeeping diminished considerably, while recognition of administrative support increased.

Last fall, Delgado underwent a third evaluation, this time by the Louisiana State Board of Regents. The board's annual productivity report rating all state colleges and universities, placed Delgado first in five out of seven productivity categories. This was reassuring news for a college which, only a few short years ago, had wondered if it could stay afloat.

With no small thanks due to its comprehensive staff development program, today, Delgado Community College is not only on course, it is thriving in a climate of continued change.

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Models of Excellence for Professional Development

By LYNN B. BURNHAM and JOHN E. ROUECHE

COMMUNITY COLLEGES TODAY are poised to cross a threshold into new territories replete with signposts to high technology, to international education, to understanding communities altered by shifting demographics, to new and different students, and to professional development activities. The greatest momentum may well be toward the latter. We even dare to predict that professional development will come into its own in the near future, for we are moving into a new era in which quality rather than quantity will be emphasized; more and more we are grasping the undeniable fact that the professional's competence is the measure by which a college's other activities are gauged, the mettle that determines success or failure of a college's efforts. As Dr. Roy F. Giroux stated in a recent issue of the *Humber Dialogue*, "Quality education (with its hundred definitions) does not depend primarily on numbers of students; or on innovative program deliveries; or on expanded facilities; or on new approaches to decision making, although these factors certainly contribute. The quality of education in the community colleges will depend primarily on the staff.

In seeking ways to improve their professionals' competencies, colleges can easily adapt this model and modify it to their needs.

Certainly many fine professional development programs already exist in today's community colleges. These programs have been carefully and thoughtfully conceptualized, supported by faculty participation, and ensured through consistent administrative support with institutional budgeting. Nevertheless, the view that professional development is an integral, necessary part of a college's body of activities is only now being assumed by the educational community at large.

Perhaps the reason is that our awareness of how important the service professions will be in this decade has caused us to remember the obvious: that education itself is a service profession and we, like all service professions, must work to remain current and relevant. In other words, perhaps we now feel a need to retain a competitive edge, to be able to view ourselves as modern. On the other hand, perhaps the process has been subtlely evolutionary, as we have moved from viewing students as necessarily dependent on and hostile toward us to viewing them as unique individuals whose potential is startling, and we have been motivated—perhaps unknowingly—by the best philanthropic impulses to improve ourselves in order to better serve students.

Perhaps the process has simply been a response to an internal impulse to grow and change. But whether egocentric or altruistic, the process has resulted in professional development moving to an age of maturity, of being accepted as a necessary part of a professional's life, and of being recognized as a two-sided process in which the student as well as the practitioner benefits. In a perceptive analysis of the duality of professional development, Lindquist (1981) concluded, "If academics are seen as developing adults who aid the development of other adults, it becomes clear that professional development is critical to the renewal of the American college."

Much has been written about the history of professional development—articles and chapters that have resulted in our awareness of where and how it all began. At first, approximately 20 years ago, essentially sporadic efforts to remedy identified problems from inadequate undergraduate training, the earliest activities, were identified as in-service training. The efforts were not necessarily supported by either faculty or administration, because community colleges were then in their growth phase. Bigger was better, and if teachers were needed, they were hired without adequate attention to and assessment of their preparation. A problem had been identified, however, and as enrollments leveled during the '70s, institutions began to consider the need for a professional development program—a body of activities geared toward systematic and direct attention to problems facing entrenched practitioners.

When the Assembly of the American Association of Community and Junior Colleges made staff development a priority in 1973, it lent credence to the movement by encouraging institutions to develop programs and offer activities that were consistent with the mission and goals of the college. Only as recently as the late '70s, however, has the obvious been recognized—the need to integrate staff development with organization development. From this recognition has come the thrust of professional development for the '80s: to offer in the most appropriate form those activities that address organization planning, decision-making, and evaluation; practitioners' personal and professional needs; and the changing demographics and needs of today's student.

During the '70s, several organizations were initiated to act as catalysts to the newly-developed, grassroots professional development movement. One such organization was the National Institute for Staff and Organizational Development (NISOD), located at The University of Texas at Austin. Like the professional development movement itself, NISOD has evolved and changed since its inception in the late '70s. We would like to suggest that the evolving profile of NISOD contains models that may be adapted by colleges to meet their own identified professional development needs. Although NISOD's current activities and services address the needs of the majority of its members, there is among the membership and colleges at large a wide range of professional development stages. NISOD's own stages, then, might be viewed as a smorgasbord from which to choose and adapt.

A brief history of NISOD's origin is helpful at this point in order to create an awareness of how extensively the organization has evolved. In late December 1977, with a grant from the W. K. Kellogg Foundation, the Project to Improve Teaching and Learning in Community Colleges was inaugurated at The University of Texas at Austin. Forty-two community colleges formed the initial nucleus of a national consortium, and the National Institute for Staff and Organizational Development was formed to be the service vehicle for the consortium.

As originally conceived, NISOD services consisted of three components: planning, training, and information. At that early stage, planning was

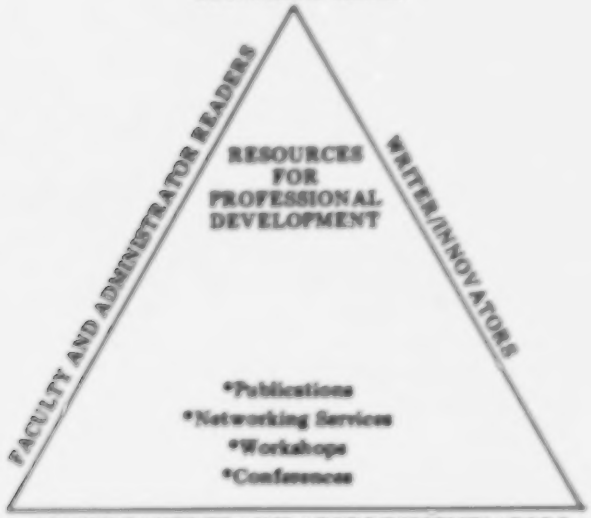
defined as a visit to a member college campus for purposes of a diagnostic review of professional development needs. Training was originally offered to consortium member colleges on a regional or individual basis and typically assumed a workshop format. Information services consisted originally of modules in the *Creative Teaching Series* and the newsletter *Linkages*, through which professional development practices and events at member colleges could be shared.

While these services are still provided to NISOD colleges, the character of each has changed in order to respond to members' changing needs. These changing needs have become readily apparent to us as the membership has grown from the original nucleus of forty-two to the present-day 170 colleges and universities in the U. S., Canada, and England.

A CONTEMPORARY MODEL

The NISOD Model, Figure 1, best reflects the changed character of services. The original planning, training, and information services have been expanded into publications, networking services, workshops and seminars, and conferences. The goal of NISOD and its members has not wavered during the years, however—to improve teaching and learning in community colleges in order that student growth can occur in the most mutually-satisfactory environment.

FIGURE 1:
The NISOD Model



To that end, NISOD sees as its primary task the accruing and dissemination of resources for professional growth. These resources consist of the original publication services, the *Creative Teaching Series* and *Linkages*, and now include *Innovation Abstracts* and occasional monographs, such as the *Proceedings* from the annual National Conference on Teaching Excellence.

Networking services are a new dimension, the result of the large number of colleges that now comprise NISOD. Members share with each other a commitment to promoting excellence in teaching and learning, and they become personally and professionally acquainted with individuals from other colleges, thus building a network within a network that collectively results in a rich and on-going exchange of concerns, viewpoint, solutions, and support. Networking in the larger sense occurs when members reap the results of NISOD staff presentations to national organizations and publications in professional journals, and when NISOD research results are disseminated among the membership.

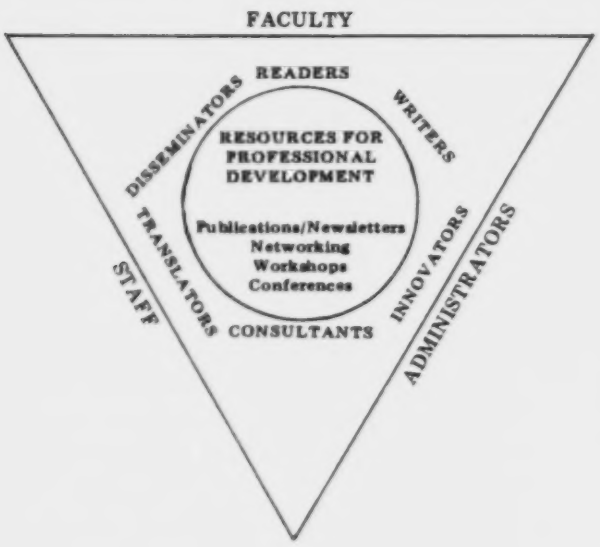
Faculty workshops and seminars now encompass most of the planning and training services offered to the original 42 NISOD members. The concept of training, however, has been expanded to include telephone consultation and on-site program planning and evaluation. Training also now includes conferences, which NISOD views as a vital resource for professional development. The organization sponsors two: the concurrent National Conference on Teaching Excellence and Conference of Presidents, held each May in Austin; and the annual Presidents' Meeting, held in conjunction with the annual convention of the American Association of Community and Junior Colleges.

Surrounding this cluster of resources are the three components that give life and vitality to the resources and activities. One component is member-institution faculty and administrator readers/recipients of the NISOD-disseminated resources. A second is writers and innovators, many of them the afore-mentioned member practitioners, who contribute information and documents that become part of the resources (especially for *Innovation Abstracts* and *Linkages*). The third component is NISOD staff, who act as advisers to institutions' projects and problems, translators of large issues and concerns, and disseminators of ideas and products that are submitted by writers and innovators, generated by NISOD staff, and gleaned through NISOD-conducted research.

ADAPTING THE MODEL

It is our firm belief that any college can modify the NISOD Model into its own Professional Development Activity Model (see Figure 2).

FIGURE 2:
Professional Development



Consider Figure 2 in detail. Like the NISOD Model, the core of this model is Resources for Professional Development and its components are only slightly altered from those listed in the NISOD Model. In-house publications, including a professional develment newsletter, *supplement* NISOD publications. This resource is one of the easiest to develop, yet how many colleges do not yet have such a newsletter or other regularly-printed vehicle for recognizing practitioners' efforts, sharing organization news, and making pertinent announcements? The value of such a publication lies in its ability to reward through recognition the efforts of practitioners and administrators who daily struggle with the complexities of higher education. Certainly organizational theory and research, and our own informal research, show that recognition may be the variable most directly related to satisfaction and higher achievement.

In-house networking, conducted from a shared base of familiarity with NISOD and college publications, is another component that can be adapted from the NISOD Model. The simple value of this networking, or purposeful contact, is that practitioners stay apprised of activities at their college; they hear of them from peers directly involved. On a more complex level, in-house networking can lead to such peer-related activities as adjunct lectures, mentor systems with new and part-time faculty, and genuine or modified quality circles that explore solutions to the institution's problems. A California college in the NISOD consortium, Golden West College, seeks to encourage networking and awareness through weekly brown-bag luncheon meetings convened to discuss the current issue of *Innovation Abstracts*. Only a slight stretch of the imagination is required to anticipate how many constructive directions such a brown-bag session can go!

Workshops can be conducted on the home campus as a parallel activity to the NISOD Model Workshop resource. Often, however, colleges elect to offer workshops with a NISOD staff member acting as the resource/conductor, the person who supplies all materials and who is responsible for running the show. The value of bringing in an outside professional to conduct a workshop is severalfold: That individual will have the most current information available, he or she can often generate more enthusiasm than a peer can, and, as one practitioner remarked, "You can say things to us that we can't say to each other." We are not suggesting that a college's staff be bypassed as possible workshop conductors, however. Honoring one's own by having them conduct faculty professional development activities is totally consistent with the NISOD theme of recognizing and celebrating teaching excellence.

Most colleges do not have the time or resources to sponsor a conference. Nevertheless, we suggest doing so as a parallel activity to the NISOD Model Conference resource because an at-home conference is entirely feasible and appropriate, given economic constraints that preclude out-of-state travel to national conferences. A creative approach might even be a "paper conference," a circulation among district or neighboring colleges of in-house generated position papers, program descriptions, "how-to" tips, and solutions/suggestions to problems related to teaching. The list is virtually non-ending, and it suggests follow-up potential for an expanded personal and professional network. One of NISOD's member colleges, Mississippi Gulf Coast Junior College, in fact conducts a kind of "paper conference" by acting as a disseminating agency for all area-college professional development activities.

Notice the words that circle the Resources core in Figure 2: *disseminators, readers, writers, innovators, consultants, translators.* Adapted and condensed from the NISOD Model, these are roles that produce and/or add to the in-house Resources

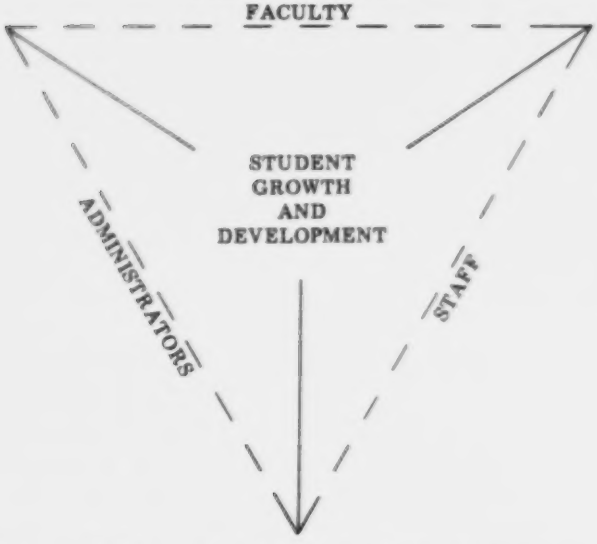
for Professional Development. These are the discrete parts of the NISOD Model, collapsed from angles on a triangle into a circle of on-going or one-time roles that may be assumed by college personnel.

This leads us to the last part of Figure 2, the triangle. Just as the triangle of the NISOD Model consists of people, so does the triangle of the Professional Development Activity Model. In the latter model, faculty, administrators, and staff are the key ingredients. They assume roles that result in resources for professional development.

THE MODEL'S FOCAL POINT

The picture is not yet complete. In all professional development activity, whether conducted at a national or a local level, the student stands as focal point (see Figure 3).

FIGURE 3:
Professional Development Components Model



Our collective and individual efforts to improve teaching and learning are prompted by false motives and assume no meaning unless student growth and development are the bases of everything we professionally think and do. If all the components are complementary, if all the angles on the triangle are equilateral, if resources for professional development do indeed provide a variety of means whereby we can move toward a position of greater understanding and service to students, then student growth and development will be observable.

Professional development is an activity, a concept, whose time has come. Regardless of the stage of development of a college's program, that program is serving an identified need. The route to professional development, however, is fraught with obstacles that can discourage the most determined professional development specialist or activity director. A broader perspective, a parameter that allows and encourages focus, is vital to the success of professional development. A national organization can provide that perspective, that parameter. We at NISOD labor daily to promote excellence in teaching and learning. This effort brings us into daily contact with individuals in our nation's community colleges. Our overriding conclusion from this contact is that the American community college is the most vital institution in higher education today and that its staff are among the most competent, dedicated professionals to be found.

And yet, we at NISOD feel an impulse, even an urgency, to action. There remains much to be continued. And there is still more to be begun. We stand ready and eager to meet those challenges as we work with you to improve teaching and learning in order that our students may grow and develop.

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RESOURCES

The POD Network

A professional association of people who share a commitment to improving higher education.

The Professional and Organizational Development (POD) Network in Higher Education is a professional association of people who share a commitment to improving higher education. Typically, they are engaged in faculty, administrative, instructional, or organizational development activities. They share the belief that learning, teaching, leadership, and institutional life are strengthened as opportunities for professional and personal growth are opened to all members of the higher education community.

The POD Network is intended to help its members to find resources for renewal—to explore common interests and concerns, exchange information and ideas, forge supportive relationships, enhance professional skills, debate issues of ethics and strategies, and plan for the future. POD's principal goal is to make the idea of a network a reality for its members. This is achieved through . . .

- The Annual Fall Conference
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The POD Network 1984 Annual Conference will be October 25-28, at the Asilomar Conference Center in Pacific Grove, California. The leading activity of the POD Network is the annual conference, unique in American higher education by virtue of its interactive, training oriented and productive atmosphere. Generally held in a retreat setting, the conference provides unmatched opportunities to learn from and share with colleagues in a variety of institutions. Information about registration is available from Dean Stephen C. Scholl, John F. Kennedy University, 12 Altarinda Road, Orinda, CA 94563, telephone:415/254-0200. If you are interested in membership, please contact the Executive Director:

Dr. Michele Fisher
Center for Teaching and Learning
Stanford University
P. O. Box H
Stanford, CA 94305

PRESCRIPTIONS

Goal Setting: High Risk for High Stakes

Be prepared to deal with this concept as you work with your management.

By DUANE ANDERSON

A concern high on the list of most colleges during this financial crisis period is that of planning. From the perspective of an SPOD specialist the concern is not just the "master planning," "strategic planning," "long range planning," "program planning" or any other tasky activity in which the organization is likely to be engaged, but rather the nature of the process itself. There is no shortage of external consultants available to conduct the planning activity with elaborate "cook book" procedures designed to "beguile" and "mystify." The area that is often avoided by the consultant and not called for by the task-oriented, "High D" chief executive is that of examining the essential underpinnings of the operation Plan. Those underpinnings consist of the other four "P's" in the planning

process: Purpose, Philosophy, Premises, and Policies.

Because most planning models are based on the business model of organizations, it is assumed that these early steps are to be the province of top management. While some or all of the components of planning are generally included in the activities which the college is engaged, most of what goes on in the typical "master planning" activity is the development of specific Plans. Regardless of how broad and extensive the input base, it is generally expected to "fit" into the existing Policies and conform to the Premises, Philosophy, and Purpose perceptions held by those in positions of power. Perhaps a different way of approaching the task of planning is going to be called for as a result of the crisis conditions in which organizations including colleges are finding themselves. If this is so, the SPOD practitioner needs to be ready to assist the organization to explore unfamiliar and threatening water.

Situation

The management team is being asked to engage in a "Planning" session with the expectation of developing a set of goals that can be used as the basis for discussion by the entire college community in preparation for the upcoming master planning activity. Members of the management team appear to hold quite different perceptions of the colleges' purpose and philosophy. Their premises, or assumptions have led them to interpret some policies quite different from those arrived at by other members of the team. Discussions in the past have ended in emotional outbursts and little willingness to attempt to see the point of view of other members of the team.

Diagnosis

The conflicting perceptions of the members of the management team prevent them from either establishing consensus goals or developing plans to implement those goals in an effective manner. While the basic value orientations of the members may not be amenable to change, the ability to understand and accept others' views as being as legitimate as their own is necessary for this task of setting goals.

Prescription

Perhaps the solution to this dilemma should begin with the selection of people to serve on the team. However, most teams do not have the luxury of carefully structuring themselves and must operate with some degree of incompatability. This prescription does not suggest a drive toward uniformity of views but rather an ability to understand and capitalize on the differences. We begin with Kurt Lewins' three-phase change process—unfreezing, changing, and refreezing, by getting the members to become aware of the fallibility of their firmly held perceptions of reality. Since this unfreezing, in most instances, is limited to cognitive strategies, I try by story and optical illusions to raise doubts in the minds of the members of the team of the infallibility of their perceptual set. The member with a very strong perceptual set about the correctness of his or her views of reality needs to become aware of how others view reality. They need to accept the fact that this other reality, although different from their own, is nevertheless just as "real" to that viewer.

Conflicting perceptions of management team members prevent them from establishing consensus goals.

Several experiential activities have been successful in accomplishing this unfreezing phase for me, including "Virgil," "The Face of Christ," and "Petals Around the Rose." Any psychology text will provide you with material to be used in this phase or write me and I will share mine with you.

The second phase of the prescription should be started in the abstract, i.e. developing a process of setting goals prior to moving into the more threatening activity of dealing with those goals tied to the conflicting values that separate the team members. For this purpose, I use an activity called "Choosing A Color" which requires the members to play assigned roles which specify the color they try to get the group to *choose* as well as the performance role they are to play. Not only do members of the team begin to

understand in an abstract way how difficult agreeing upon a goal is but they also develop an appreciation for the kind of facilitating behaviors members of the group need to perform in order to be successful in the goal-setting endeavor. One of the amazing outcomes of this type of activity is that the group begins to develop a common language which they will use to facilitate discussion once they are engaged in real-life goal setting activities.

The final state, refreezing, is accomplished by monitoring the group as they go about setting goals and providing feedback and reinforcement to them as they practice the behaviors that lead to effective goal setting. Individual members as well as the group as a whole need to be made aware of their goal-setting behavior. I use a grid which has as one of its dimensions "How important are your personal goals to you?" and the other dimension "How important are the relationships you have with others whose goals are different from yours?"

The instrument to place the members on this grid consists of thirty-five proverbs which the members score and these scores place them somewhere on the 2 x 2 grid. If neither of these dimensions are of great importance to the participant, they are identified as a withdrawer (Turtle). If both are of high importance, they are identified as a confronter (Owl). If personal goals are very important and relationships of low importance they are identified as a forcer (Shark). If relationships are high and personal goals low, they are identified as a smoother (Teddy Bear). If both are of moderate importance, they are identified as a compromiser (Fox).

We have buttons with these figures on them which members are encouraged to distribute within the group. This activity engenders a great deal of dialogue and real insight into how the members behave in goal setting activities. Be prepared to have the members of the goal-setting team resist the discussion of the process of goal-setting and attempt to move directly into the setting of goals themselves. This intervention works most effectively after a group has come to impasse and has failed to get an agreement regarding what goals are important for the institution, or if they find there is a great deal of sabotage going on after an apparent agreement has been reached.

Goal setting involves risk-taking behavior under crisis conditions. Be prepared to deal with this concept as you work with your management in this area.

Reactions to this regular feature are invited by **Dr. Duane Anderson**, Director of the Office of Community College Affairs, N491 Lindquist Center, University of Iowa, Iowa City, Iowa 52242.

REVIEWS

Current Articles for Staff Developers

Abstracted from current issues of leading journals, these articles are recommended for staff developers.

PART-TIME FACULTY

Rabalais, Michael J. and Perritt, John E. "Instructional Development for Part-Time Faculty," *Community College Review*, v. 11, n. 2 (Fall, 1983): pp. 20-22.

A staff development plan was initiated at Hinds Junior College to address the unique needs of an ever-growing segment of junior college personnel. The article presents the components of this plan, specifically designed and implemented for part-time faculty. The positive reactions to the initial session led to a four-module plan through which part-time faculty would progress over a period of four semesters. The plan called for one session on the first Saturday of each semester, and ten of such sessions have been held during the past four years. The four modules of the plan were: (1) Introduction to Community College Teaching, which covered such topics as specific aims, programs, course policy, systematic instructional design, students, and faculty evaluation at Hinds Junior College; (2) Testing and Grading, which focused on reasons for testing, qualities of good tests, types and recommended practices in testing, and grading; (3) Media Usage, which examined the use of different media and instructional aids; and (4) Students Characteristics, which dealt with enrollment in various fields, students' goals, and students' evaluation of faculty.

The evaluation results of the past sessions have been very positive and points to the success of the plan in different respects.

INSTRUCTIONAL DESIGNERS

Willis, Barry. "A Comparison of the Leadership Behaviors of Instructional Designers in Higher Education and Industry." *Journal of Instructional Development*, v. 6, n. 3 (1983): pp. 2-5.

Instructional developers in higher education and in industry possess unique roles and leadership behaviors. To determine if there were any differences in developers' perception of their own leadership behaviors, the Leadership Effectiveness Adaptability Description (LEAD-Self) was administered to a sample of 60 instructional developers from each of two settings: (1) instructional development divisions in higher education and (2) training departments in industry. Leadership behaviors in these two settings were explored in terms of task and relationship behavior. One-way analysis of variance (ANOVA) and Omega square values (ω^2) revealed the following results: Developers in industry reported significantly more high-task, high-relationship behaviors than developers in higher education. On the other hand, higher ed developers reported significantly more low-task, high-relationship behaviors than those in industry. Yet, the relatively small Omega square values in each ANOVA suggests that developers' reports of their leadership behaviors in the two settings are quite similar. In terms of situational effectiveness, high-task low-relationship, and low-task low-relationship behaviors, there was no significant difference in the leadership behaviors of the two groups. Two conclusions were drawn. First, while the ANOVA indicated significant differences on two of four task/relationship dimensions, the Omega squares suggest that either the leadership behavior of developers in the two settings were quite similar, or that the instrument (LEAD-Self) was overly restrictive. Second, although differences may exist, the functional gap between instructional developers in the two settings may not be to the extent indicated in the literature.

PERSONAL EFFECTIVENESS

Deming, Anne L. "Personal Effectiveness Groups: A New Approach to Faculty Development," *Journal of College Student Personnel*, v. 25, n. 2, (Jan., 1984): pp. 54-60.

Personal effectiveness groups for faculty and professional staff have considerable potential for improving morale, decreasing burnout, and improving personal and professional effectiveness. Despite considerable hostility and apparent low morale demonstrated on a pregroup survey, a mutual support group was offered by two staff members of a counseling center at a small, public liberal arts college. The resulting seven-member group gradually became cohesive, supportive, and so important to its participants that they initiated plans for continuing it the next semester. Positive postgroup evaluations revealed the most valuable aspects of the group to the individual members included, among others: "attaining a more realistic view of myself, concern for me and positive thoughts conveyed by others to me, the chance to focus on long-range goals and personal dissatisfaction, sharing," and "the challenge by members and leaders caused reassessment of thinking and some change." Negative aspects included: "perceptions that some people were not totally honest," and "my own failure to resolve conflicts." In addition to a general discussion of how the personal effectiveness group was organized and carried out, specific recommendations such as "sponsorship is a crucial issue and should be considered carefully," are made by the author.

FACULTY EVALUATION

Boggs, George R. "Faculty Evaluation," *Community College Review*, v. 11, n. 2 (Fall, 1983): pp. 34-41.

Public concern about rising costs accompanied by decreased quality of education calls for accountability in the teaching process and teacher performance. While teachers and administrators show reluctance to faculty evaluation, many areas of faculty responsibility could be evaluated to include classroom performance, advising, institutional service, publications, public service, and research. For community college faculty, though, the bulk of emphasis should be on teaching performance and related activities. The suggested procedure for evaluating these faculty includes multiple approaches to evaluation, namely: evidence of learning, peer evaluation, student evaluation, self evaluation, and administrative evaluation. The pros and cons of each method are discussed and among several observations it is argued that if several methods are implemented, the strength of one can balance the limitations of others. Nevertheless, the increased ratio of part-time instructors in community colleges justifies a systematic program for collecting student evaluation as the only way all teachers can be evaluated. Given a combination of methods in effect, the ultimate concern should be integrating the results of evaluation with faculty development programs. This would secure the noble goal of increasing quality of instruction and thereby improving student achievment.

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Please send me information and registration forms for the 1984 National Conference on Teaching Excellence and Conference of Presidents.

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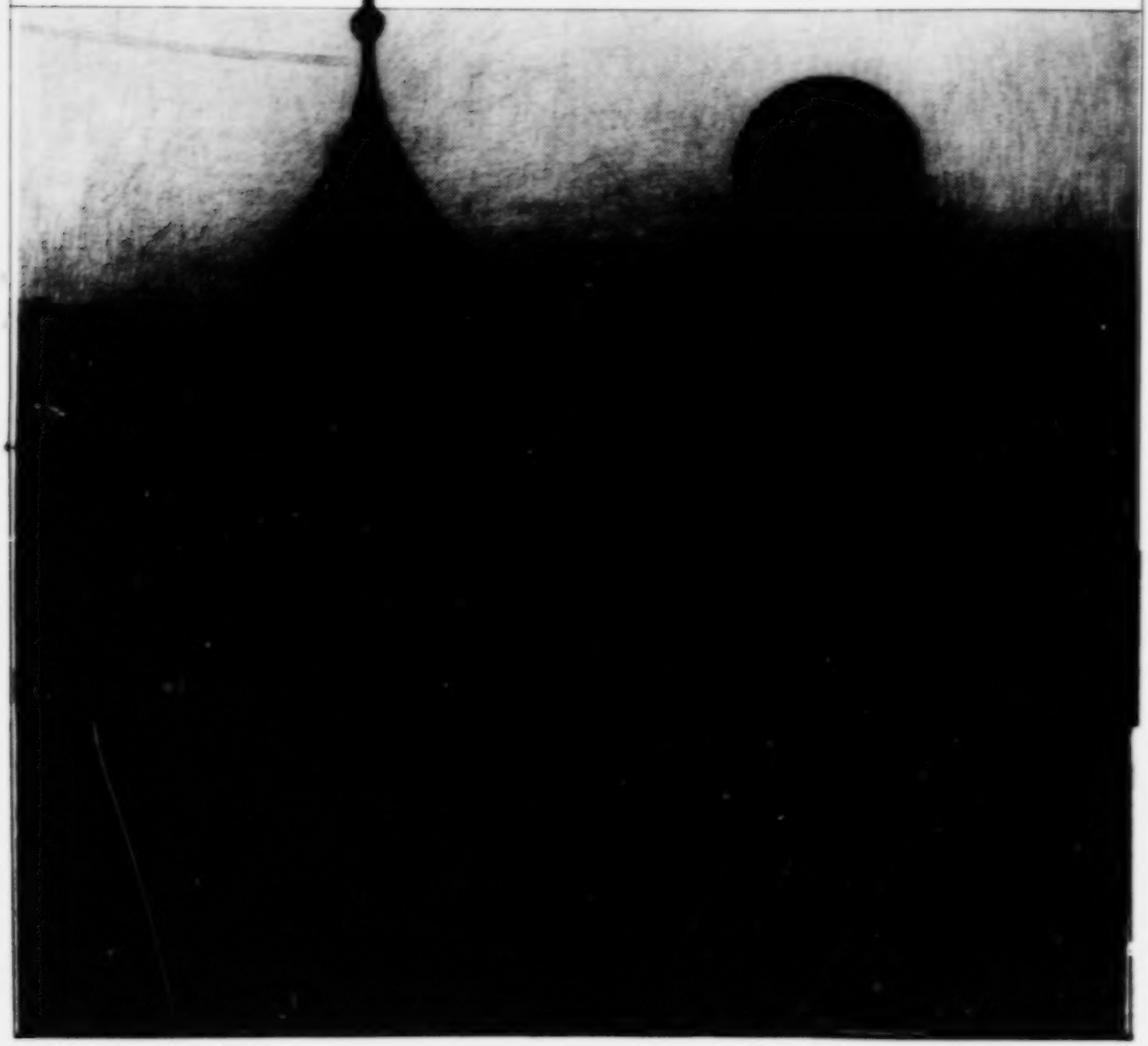

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There can be no "scientifically proven right way" to resolve most ethical questions.

48

CONTENTS

VOLUME 2, NUMBER 2 SUMMER 1984

The Role of SPOD in Preparing Our Colleges for the Future — *Two senior administrators speak from experience in their colleges about the role of Staff, Program, and Organizational Development.* 32

An Institution's Response to Displaced Faculty — *For the welfare of the faculty and the institution, administrators confronted with reductions in staff will have to work diligently to find solutions to this complex and difficult problem.* 37

Shaping the Future: Educators as Futurists and Advocates — *If ever there were an ideal time for educators to assume leadership in forging the future, it is now.* 41

Ethical Considerations in Professional Development
Part One: THE BIG QUESTIONS — *The authors discuss critical influences on ethical decisions in professional development as well as a beginning step toward a code of ethics for developers.* 48

Comment 30
SPOD Future

Take Note 30
Fall Events for Staff Developers

Resources 53
The National Council for Staff, Program, and Organizational Development

Prescriptions 54
Are Your Rewards Reinforcing?

Reviews 55
Articles for Staff Developers

THE COVER: The optimism for the future of our profession is exemplified in the articles in this issue. Tim Crow's cover illustration reflects upon the dawning of a unique future for higher education.

COMMENT

SPOD Future

Articles in this issue address the future needs of staff developers.

By GORDON WATTS

Far too frequently, we have heard the pessimistic view of the future for professional development efforts in our colleges and universities—too few dollars, no commitment from the administration, and little evidence to indicate that what is spent on professional development activities has any immediate or long lasting effect.

However, judging from what I have been hearing recently at national conventions, conferences, and workshops, perhaps staff and professional development can expect a resurgence of emphasis and support in the near future. Many upper level administrators, grappling with demands for quality and excellence, complicated organizational issues, the intrusion of computers and high technology, and the need to retain, retrain, and revitalize human resources, seem to be turning more and more to the staff development professional for assistance.

The optimism for the future of our profession is exemplified in the articles in this issue. Two senior-level community college administrators, Frank Wright (page 32) and Lee Betts (page 34) speak to the role that they expect staff development to play in the future of their institutions. Hugh Thompson, a university chancellor, explains the critical

(Continued on page 31)

TAKE NOTE

Fall Events for Staff Developers

EVENT	FOR FURTHER INFORMATION
Community College Division Chairperson Workshop Seattle August 1-3	Michael Gordon NPDC Highline Community College 25-5A Midway, WA 98032-0424
Leadership for Education Change Bethel, Main August 6-12, 1984	NTL Institute P. O. Box 9155 Rosslyn Station Arlington, VA 22209
Training & Communications America Chicago September 24-27	Training Conferences c/o Lakewood Publications, Inc. 731 Hennepin Avenue Minneapolis, MN 55403
POD Network National Conference Asilomar Conference Center Pacific Grove, California October 25-28	Stephen C. Scholl John F. Kennedy University 12 Altarinda Road Orinda, CA 94563
Connections '84 NCSPOD National Conference Atlanta October 26-29	Pat Brams Houston Community College 1205 Holman Houston, TX 77004
The Community College & The Computer Dallas October 28-31	Jackie Caswell Dallas County Comm. College Dist. 701 Elm Street Room 400 Dallas, TX 75202

(Continued from page 30)

role of professional development in working with faculty who have not been reappointed to their positions (page 37). And, as a preview of a forthcoming book on futures and its relation to professional development, Pat Brams outlines ways that we can shape the future of our institutions (page 41).

If, indeed, we are to play a greater role in the functioning of our organizations, we ourselves will be confronted with some difficult situations. One of those situations is the ethics involved in our positions. So, the final article (page 48) is the first of a two part series that Marilla Svinicki and Karen Watkins have prepared on ethics in professional development. The second article in the series will be published in the fall issue.

I would like to remind readers, once again, that the Winter issue of the *Journal* will be devoted entirely to faculty evaluation. Manuscripts describing effective programs and practices in faculty evaluation as well as issues and opinion pieces on faculty evaluation would be most welcome. Please forward manuscripts for that issue to me no later than October 1, 1984.

Subscribers

Thank you for the advice, guidance, and criticism of this journal. I urge you to continue to take an active role in every issue, whether in letters, articles or contributions of information.

The Publisher

Announcements

Good News for Psychology Profs

Half of all undergraduates take their first psychology course at a two-year college. Yet with the exception of textbooks, which abound, relatively few teaching aids or resources are available for faculty members at these schools. Further, with limited opportunities for travel to professional conferences, psychology faculty teaching in small departments often feel isolated from the mainstream of the discipline.

In an attempt to address these two related problems the American Psychological Association has established an eight-page newsletter known as NETWORK that will be published three times annually: Fall, Winter, Spring. A free subscription will be provided to all faculty members who request that their names be added to our mailing list.

The newsletter will have columns such as "Thinking About Teaching", "Computers and Technology", "Book Review in Brief", "Did You Know?" and "Yours Free For The Asking!" Active reader involvement, and article submissions are eagerly sought.

To receive this valuable teaching resource write directly to:

Dr. Jim Elson
Roane State Community College
203 West Tennessee Avenue
Oak Ridge, Tennessee 37830

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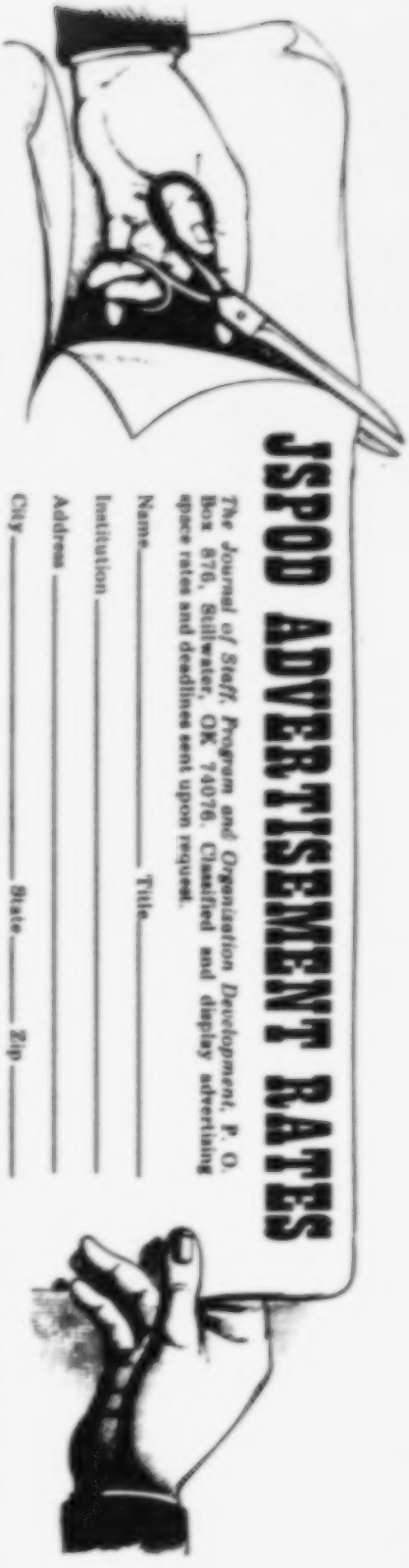
Announcements of events in the "Take Note" section are published free of charge on a space available basis. Requests for event listings should be submitted to the editor.

Announcements in "Workshops & Other Programs" are published at a rate of 12 cents per word. Copy should be submitted to the publisher, Forum Press, Inc., P.O. Box 876, Stillwater, OK 74076.



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THE ROLE OF SPOD IN PREPARING

These two senior administrators speak from experience in their colleges about the role of Staff, Program, and Organizational Development. Their presentations were made at the National Council for Staff, Program, and Organizational Development Annual Conference, Overland Park, Kansas, November 2, 1982.

By FRANK E. WRIGHT
Vice President, Delgado Community College

Thank you for allowing me the opportunity to be a member of today's panel. I really am not a president, and this is about as close to being one as I ever want to be. In my position at Delgado, I am not a vice president either. I am not sure what vice presidents are. If I am anything at all, I am a staff developer. That is, I use my position as a power broker to make sure that our staff has the resources to do their jobs.

I want to direct my remarks toward what staff development has been at Delgado in the past, what we are doing presently, and then spend any of my remaining time looking at how I see staff development playing a role in the future of Delgado.

In 1979, the board of trustees for Louisiana State Colleges and Universities engaged a new administration and commissioned them with the responsibility of turning Delgado Junior College into a comprehensive community college. This was a formidable task as Delgado had already passed through the stages of a trade school, and later as technical institute. Faculty representing these various curriculums were not eager to accept still another change. However, the changes were not limited to adding more liberal arts and more credit courses to the curriculum. The entire college operation was reviewed and revised. Divisions were changed, campus administration units were restructured, a policy and procedure manual was developed, operational and academic guidelines were initiated, old non-productive programs were eliminated, and new programs were added. It was a total overhaul.

Changes this massive, can often be disastrous to an organization. We knew that, but we simply did not have the time to plant the seeds for change, and let them develop from the bottom up. We had to develop a strategy that would bring about the changes we wanted without causing organizational trauma. The strategy we chose was to use staff development as a way to communicate, inform, train and involve our faculty and staff in the necessary changes. And it worked! We now have all our systems in place, and we have experienced

OUR COLLEGES FOR THE FUTURE

little dissatisfaction with the new structures.

After the initial changes were made, staff development now has the responsibility for providing opportunity for personal and professional growth for our faculty and staff. Our staff development program is based on these perceptions.

1. What the administration perceives as areas which effect the entire college.
2. What division chairmen perceive as needed based on faculty evaluation.
3. What the individual faculty and staff members perceive as needed.

These perceptions are compiled each year through the use of various survey instruments and coordinated through campus staff development committees. A director of staff development is responsible for the process and coordination of the total program. This conception is working well for us and our program is very active and well received. I don't anticipate any major changes in the program—except to continually look for ways to improve. It is at meetings such as this, that we get new and innovative ideas. That is why national meetings are so important. They bring the best of all of us together to share and to learn. We learned from last night's book review that one of the characteristics of excellent corporations is that they "stick close to their knitting." That is, they are clear about what they do well, and they stick to it. At Delgado, we have a good program in staff development and we plan to stick with it.

What does the future hold for SPOD activities at Delgado? The primary considerations will be given to institutionalizing our staff development program. At the present time, the program is secure because the function is under my control. As long as I stay in my present position, I will continue to emphasize and support the program. However, if something should happen to me, the program could very well be in jeopardy. So I have the same concern as everyone else regarding safeguarding staff development as a major institutional thrust. So I will briefly mention four strategies that I will explore in the near future.

1. *Institutional Renewal:* No institution is perfect. We constantly have to improve. Staff development will continue to take the lead in investigating those areas needing attention and to recommend staff development activities which will assist in making the necessary changes.

2. *Preparing Staff To Meet the Challenges of the '80s:* I would like to see SPOD taking the initiative to analyze and focus attention on the major issues of the '80s and to assist our staff to meet these crises in their professional and personal lives. It is clear that the crisis in our nation's economy is *employment*. The community college can play a significant role in revitalizing a work force. The crisis in *information* is the increasing reliance on the computer. Again, community colleges can be the link to teach computer skills to everyone who need or want these skills. The crisis of education is that of *literacy*, and no one would challenge the claim that the community college is in a perfect position to give leadership to any movement aspiring to eliminate illiteracy.

I don't know all the strategies at this point that will allow SPOD to address these problems in a meaningful way. I am convinced, however that these are important issues for all of us, and

staff development is the perfect vehicle to assist staff to deal with these problems.

3. *Board Commitment/Legislative Support:* Being the only community college in the state of Louisiana, we are sometimes viewed as being out sync with the rest of higher education. This misunderstanding can often have a very negative effect when resources are being allocated. It is only human nature to support that which you understand. Since it's our business (role) to bring enlightenment within our organization, it makes sense that we are the logical group to enlighten our external publics as well.

4. *Take Responsibility for What No-one Else Wants:* I don't take credit for this one. Pat Brams from Houston gave us this insight, but I certainly agree with it. One way to entrench yourself, is to adopt so many activities and duties that to eliminate your functions would prove crippling to the college. The following is a list of those activities which you might want to consider:

a) institutional research
b) computer literacy training for your staff
c) institutional self-study for accreditation, and
d) staff and program evaluation—especially student evaluation of faculty. No one wants to do that. These are just a few, I am sure you can think of others.

It has been a pleasure being with you, and I thank Gordon Watts for the opportunity of sharing with you my thoughts on these issues. In closing, I would like to reflect on one of Dr. Seepack's comments about having a lean operation. I agree by experience because, as the only community college in the state, we often are last on the list when it comes to allocating resources. I have often said that at Delgado "we have been doing so much, for so long, with so little; that we can do almost anything, on practically nothing." Thank you.

By **LEE JOHN BETTS**
President, Muscatine Community College
Vice Chancellor, Eastern Iowa Community District

I AM PLEASED to have the opportunity to share with you a president's perspective on the role your profession can take in revitalizing our community colleges in the decade of the eighties. The constantly changing panorama of challenges and problems confronting our institutions demands professional leadership which can anticipate tomorrow and respond both with creativity and sound judgment. I believe, without strong Staff, Program and Organizational Development (SPOD), our colleges will not have people who can see tomorrow boldly and respond with effective innovation.

Before I share my thoughts with you, it is important for you to know something about our institution and my role in it. I serve as president of Muscatine Community College, one of three colleges in the Eastern Iowa Community College District. We have chosen as a district to continue to establish three strong comprehensive colleges, while building a strong, integrated district serving all people in our service area.

To help promote cooperation and district integration, we have developed two strategies. First, we have established six councils which provide uniform planning and consistent direction to major functional areas of the district, such as, instruction, student development, and business and ancillary services. One of these councils is the staff development council. Its membership consists of persons from each college and one person from community education, the district personnel office, and a support staff representative.

The second strategy we have used to promote integration is splitting administrative assignments. Almost all upper level administrators have both district and college-based leadership responsibilities. For example, in addition to serving as president of Muscatine Community College, I am also vice chancellor of student and staff development for the total district.

Let me share a brief historical perspective. Four years ago only one of our three colleges had a viable staff development program and professional staff serving in this area. Today, all three colleges, as well as the district, have professional staff and a planned program and budget for staff development.

In the next ten minutes I want to share with you *Seven Essential Roles, I believe SPOD should play in helping our colleges determine their future.*

1. *Facilitating Team Building and Institutional Commitment through Participatory Planning.*

In Eastern Iowa Community Colleges, participatory planning involving staff from all levels of our college and district, is the primary process for determining where we are going. We, as a total college have established a set of goals and objectives which guide us in our program planning.

Most of our planning is facilitated by mid- and lower-level managers . . . the assistant dean or supervisor of this, the department chair of that. We need staff development to be involved in training all our planning facilitators in team building and participatory planning skills. We need to look at some newer models, such as quality circles, as well as more traditional programs for developing group identity and common task commitment.

2. *Management and Leadership Development must be a second major focus for effective SPOD Programs in the 80's.*

I have found that most low-level and mid-level administrators have been thrust into their roles with little awareness of the principles and dynamics of leadership and management development. They may have a set of skills which works with some people in some situations, but don't have the foggiest idea why they are ineffective with other people in other situations.

We need staff development to be involved in analyzing college leadership and management needs and in designing effective management leadership development experiences. We need programs providing some theory, but a whole lot more hands-on experiences, such as, role playing, sharing of experiences, case study exploration, and guided experimentation. The "Okoboji Model" developed by Dr. Duane Anderson of the University of Iowa is an effective vehicle for participant-led management development experiences.

Let me ask you a question. Which group within your college . . . faculty, students, staff, trustees or administration . . . will have the major say in determining your institution's future commitment (in terms of budget and staffing) to SPOD? Most of you indicated administration. I believe you are right.

I am convinced that if staff development is going to establish itself as a high priority within our institutions, we must demonstrate our effectiveness by impacting our college's primary decision makers. You may not consider yourself to be experts in staff development for managers. Don't let that stop you. You may need to bring other professional resources to help you do the job effectively. But don't avoid the task!

Have you read *Megatrends, The One Minute Manager, In Search of Excellence?* These are three of the four top non-fiction best sellers on last weeks list. All focus on issues of paramount importance to your institution's managers and leaders.

3. *Program Revitalization and People Development go hand-in-hand in effective SPOD Programs.*

Are you familiar with the "quarter turn philosophy" of staff revitalization? Hesston College in Kansas has had an unusually lively and innovative student services staff for several years. I asked Bill Mason, dean of students, "How do you keep such a vital, alive staff and program?" He shared several strategies, but emphasized one in particular. "We give everyone a quarter turn in their work responsibilities every year. Each person will be doing something they have never done before."

Think for a moment. Who are the three or four most dynamic, exciting, growing people at your college. (Are you one of them? . . . You Should be!) I'm willing to bet that almost all of these dynamic, innovative people are either doing something significantly new this year or have found a new, exiting way to do their usual job.

We all need new challenges, new opportunities to grow. Sometimes these challenges come in the guise of personal or professional disasters which shake us from from the lethargy of our traditional patterns of life . . . a loss of a job, the collapse of a marriage, a bad evaluation. I have encountered each of these presumed disasters in my own life and have found them springboards to growth and achievement.

Our institutions need to establish a climate which rewards risk, which honors those with the courage to tackle new challenge. We as SPOD professionals need to provide support and training for new venture people. Are you as a staff development professional touching the lives of those who are beginning new professional adventures, to provide encouragement and guidance and to experience something of the excitement of what they are doing? Are you one with them in innovation and excitement?

4. *Affirmative Action must be a very real objective for staff development professionals and programs in the 80's.*

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Community colleges must discover and develop the leadership skills of all people regardless of their sex, age, ethnic or racial background. We need to play a larger role in encouraging staff development and promotion for underrepresented classes of people, whoever they may be at our institutions. Our colleges need to develop a proactive policy for developing persons traditionally underrepresented in our leadership positions. We need to help them gain skills and confidence for new challenges.

At Eastern Iowa we have just begun a new program designed primarily to do just that. The "Mentor Program for Leadership/Management Development" attempts to bring non-management staff into administrative responsibilities working under the leadership of experienced managers. The primary focus is on persons from underrepresented classes.

We have all given lip-service to affirmative action, but I have seen few substantive changes at most colleges. In time we will be able to evaluate a person's skills and potential apart from their sex, race or other irrelevant factors. However, I believe a pro-active affirmative action policy will be needed for several years to help those from underrepresented classes of people achieve management positions commensurate with their abilities and potential. SPOD Professionals need to assist both female and male managers to work more effectively and comfortably in cooperative teams. I have an idea I would like to try on our campus, a workshop on the androgynous leader. I just became familiar with this concept recently. Androgynous leaders are persons of either sex who are high in leadership qualities we traditionally ascribe to both men and women. They will have leadership traits, such as assertiveness, independence and the ability to be confrontive, traits we traditionally label as masculine. While at the same time they are caring, supportive, expressive persons, traits we more commonly ascribe to women.

A recent study of top management in a variety of settings revealed that 60 percent of men in top management are androgynous (as compared with 20% in the general population), while 75% of women in top management are androgynous (as compared with 30% in the general population). Data is based on a doctoral dissertation by Laura Ann Stevens, University of South Carolina.

5. *Staff Morale and Institutional Pride is a fifth major focus for SPOD in the future.*

In a period when many institutions are confronting severe budget restrictions, externally imposed enrollment limits and other repressive measures, our role in promoting morale and pride is very important.

Find a way to recognize faculty and staff growth and achievement. Do you have a publication you can infiltrate to congratulate faculty and staff on new responsibilities and accomplishments? Recently at Eastern Iowa we established the Chancellor's Award for Excellence. Last Spring we presented the first six of these awards to three instructors and three other staff chosen by their peers for outstanding contributions to our district.

I've gone into a restaurant or motel on occasion and have seen a picture of the employee of the month. Perhaps to some it appears a little "hokie." But to that person receiving the honor, I think it feels darn good.

6. *Strengthening the Community and College Connection is everybody's job in a community college.*

We in SPOD must be involved too. The most exciting dimension of being in a community college, for me, is the community connection. Recently, our college invited nine county and city leaders to a roundtable discussion to help us determine where our community will be heading during the next ten years. This was a first stop in determining our educational priorities for the future. We used the Nominal Group Process to facilitate the meeting, a technique our staff development professionals learned at last year's NCSPOD Conference in Louisville. As a result, we have received an invitation by our city manager to conduct a similar roundtable for major city program administrators.

We are finding continually that techniques, strategies and programs introduced to our faculty and staff through staff development programs are finding a ready market outside the college among business, industrial, and governmental agencies.

7. Finally, I suggest that in the future we must move in the direction of *helping each staff person develop their own individualized development program which is consistent with college goals.*

We talk about building a broad base of support within our colleges for Staff, Program and Organizational Development. This, I believe, is the ultimate strategy. The more we can individualize our program efforts to each person's professional needs and aspirations, the stronger will be institutional support for one of our basic goals—the revitalization of our institutions and the personal and professional development of our people.

An Institution's Response To Displaced Faculty

For the welfare of the faculty and the institution, administrators confronted with reductions in staff will have to work diligently to find solutions to this complex and difficult problem.

By HUGH THOMPSON

As enrollment patterns shift and curricular changes are accomplished in the next few years, the liberal arts are apt to be the most adversely affected. The three R's—reduction, reallocation, and retrenchment—may shrink drastically the financial reservoir which has fed these programs and perhaps precipitate termination of some concentrations. Although students enrolled in these programs may become disgruntled, they have options to transfer to other institutions or into other academic majors. Some alumni may become unhappy because of the curtailment of certain programs, but having completed their degree requirements they will be considered external to the situation. However, the faculty, the heart of the institution, will be affected the most. The very people who have devoted their entire lives to becoming specialists in chosen fields find themselves receiving notification of termination. It is not uncommon to find even tenured faculty members receiving such notices.

With terminations of appointments, morale becomes a very real problem in which individuals and departments are pitted against each other. Negativism can affect faculty in other disciplines, and in this environment productivity and innovation are likely to suffer (Johnson, p. 188). It is seldom a few disciplines are affected, but rather the institution as a gestalt is impaired.

A notification of non-reappointment can be received in a fashion comparable to a person being told he or she has a serious disease. The news is never received favorably, and persons will react emotionally in a variety of ways. This problem has a spill-over effect in terms of the faculty's attitude toward the institution and toward their students. A bitter attitude in the classroom or in the day-to-day interpersonal relationships with students can compound the problem even more. Disenchanted students tend to transfer into other majors or to leave the institution for another setting. Student attrition then becomes a problem which, in turn, creates greater financial problems for the discipline being affected or for the total institution. This cycle of events often necessitates additional financial cutbacks. Thus, reductions in force are disruptive, lead to morale problems, and are financially damaging (Johnson, p. 192).

Even though it is anticipated, receiving a notice of termination can be traumatic. The "not me" syndrome is within most of us. When the notice is received, reactions may vary from reserved acceptance to bitterness and disillusionment. Some faculty members may accept the situation and begin to search for other teaching positions. But the employment opportunities are often very limited, and, in some cases, non-existent. Some persons may take no immediate action to seek

employment elsewhere because of a hope that conditions within the institution will change and contracts will be renewed. When conditions do not change and the unemployed faculty member is confronted by the reality of a restricted market, panic and confusion often prevail.

As a part of the general malaise associated with termination, there appears to be reluctance among many faculty to ask for help. Even in institutions which have provided support and monies to assist faculty members in retraining, few have availed themselves of the opportunity to do so. In most instances, oversteps are taken to communicate the fact that funds and support are available. Surprisingly, the responses to these endeavors have not been as great as one might expect. Perhaps it might be more trepidation than reluctance. Regardless, it would appear that we have failed in our efforts to assist the very faculty who have been, and are key to, the success of any institution.

For the welfare of the faculty and the institution, colleges and universities confronted by the issuance of termination and non-reappointment notices will have to work diligently to find a solution to this complex and difficult problem. Support systems need to be developed because morale can be preserved somewhat if co-workers see that terminated colleagues are treated in a humane, dignified manner (Debats, p. 97).

NEED FOR INSTITUTIONAL RESEARCH AND PLANNING

It is surprising that many colleges and universities have not accessed nor analyzed the information available to them for daily and futuristic decision-making. Generalities are quite commonly discussed when profiles of the student body and faculty are asked to be portrayed. The data are available, but have not been collated nor examined. Shifting student enrollment patterns, faculty retirement dates, faculty-student ratios per discipline, areas of expertise and interest of individual faculty members, etc., are often neglected "tidbits" of information which are available and essential to institutional planning and decision-making. Institutions of higher education must begin to look critically at themselves and to scrutinize carefully their environmental surroundings. This information, then, needs to be utilized as colleges and universities plan for tomorrow.

If institutional analyses have been neglected, then planning has been shunted to an even lower rung of importance. Many colleges and universities have not examined with regularity their institutional purposes, goals, objectives, and priorities. Nor have many institutions reviewed the resources needed to accomplish them, much less the strategies for achieving them. This is a compelling time for action. Administrators and faculty need to be visionary and yet plan realistically for one-, three-, and six-year time spans. Institutions of higher education must be environmentally responsive and related to societal needs if they are to maintain their vitality. This responsiveness, manifested at any given time, must be reflected in the universities' educational programs, research, and public service thrust which emanates from strong faculties.

ESTABLISHMENT OF A FINANCIAL EXIGENCY PLAN

Recent lessons of some universities which have had to deal with reductions in staff reinforce the necessity for institutional analyses and planning. Planning can enable colleges to respond to changes resulting from enrollment shifts and financial shortfalls, thereby minimizing the potential for faculty and staff reductions. It should be noted that institutions of higher education should establish policies and procedures related to institutional retrenchment as a part of the overall planning process. Nine basic tasks to address in this effort are:

1. Development of a data base.
2. Definition of circumstances necessary for retrenchment.
3. Development of policies regarding participation.
4. Examination of alternatives to retrenchment.
5. Development of policies regarding program discontinuance.
6. Review of role and mission statements.
7. Review of legal standards and procedures.
8. Assessment of political considerations.
9. Distribution of policies and solicitation of comments (Rose, pp. 115-116).

By defining an exigency process, an institution can address what normally is a traumatic and highly emotional situation with some degree of readiness and comprehensiveness. Periodically, the exigency process should be reviewed and redesigned based on the most accurate and current information available.

FACULTY DEVELOPMENT AND ASSISTANCE

Shulman touched upon the issues succinctly in her article, "Fifteen Years Down, Twenty-Five To Go: A Look At Faculty Careers:"

> Faculty and administrators share long-range goals in common, but their day-to-day concerns seem to center on different and sometimes conflicting problems. Faculty members at many institutions face diminished opportunities for professional growth as they understood that concept when they entered academic life. Administrators, on the other hand, must deal with the complex task of managing reduction rather than expansion; they tend to focus on issues such as finances and student-faculty ratios and overlook issues of faculty vitality.
>
> For many faculty members, the key issue is how to adjust their understanding of an ideal career to contemporary reality. The majority of faculty members are in mid-life. Twenty years ago, they entered the academic profession in a period of great expansion with optimistic expectations about career opportunities. But changed conditions in higher education have made many of these individuals take a new look at their lives (Shulman, p. 11).

Administrators and faculties do face a common issues; *i.e.*, how to work with the personnel and institutional resources at hand. When theories of adult and career development are joined, they present concepts that serve both the individual faculty member and the university. Although every individual has the potential to continue to grow and develop throughout life, it appears that all careers reach a plateau and, eventually, go into decline. Beyond a certain point, the needs of the individual will almost certainly take precedence over the needs of the career, and, therefore, the organization (Shulman, p. 12).

Several approaches have been suggested on how to provide variety within the structure of a traditional career. These include opportunities for different types of teaching assignments, involvement in varied professional activities, periods of special focus; *i.e.*, research, teaching, curricular development, and other ad hoc institutional projects. Institutions need to develop personnel policies and reward systems which encourage innovations in the span of faculty work. It is recommended that some faculty members might be better served if they explored external options.

Enlightened institutional policies can provide an incentive for faculty to re-examine their career goals in light of possible retrenchment measures. Institutional policies which allow for consulting activities and do not impinge upon academic duties would seem to be an effective way to help faculty members in mid-career to explore new options. In fact, many institutions have such policies and thereby provide for career exploration (Shulman, pp. 13-14).

Other ways institutions can assist faculty who are seeking employment opportunities are:

1. Providing for counseling with the director of personnel and placement on a one-to-one basis:
   a) Self-analysis of career objectives.
   b) Review career objectives.
   c) Chart new career directions (Debats, p. 97).
2. Developing an outplacement system: in-house or through outside consultants (Camden, p. 36).
3. On-site screening interviews for other companies and colleges, thus coordinating and controlling the outplacement process (Johnston, p. 57).
4. Sending resumes to personnel directors of companies or universities within the area or in the region in which the individual desires to relocate.
5. Contracting alumni, trustees, and friends of the university who are in key or influential positions within given businesses or industries and providing them with vitae.
6. Providing career-counseling seminars for faculty.
7. Helping faculty to obtain grants through fellowships, research career development awards, etc. (Harcleroad, pp. 83-84).
8. Funding and designing cooperative, re-education programs in which faculty take leaves of absence to work and/or study (Harcleroad, pp. 83-84).
9. Developing an auditor-consultant program. The program consists of a mutual tutorship between two faculty members, who tutor each other about trends in their own fields of expertise and audit each other's courses. This arrangement works well in institutions of any size. A variation of the auditor-consultant approach is the use of academic mentors, a buddy system where a senior colleague assists a young faculty member in career development (Grabowski, p. 2).
10. Providing severance pay or supplement unemployment assistance.
11. Maintaining a modified benefits program (Bearak, p. 66).
12. Recognizing the significance of personal accomplishments.

13. Counseling faculty on how to tell spouses and family about termination (Bearak, p. 68).
14. Giving released or reassigned time for retraining or job interviews.
15. Permitting faculty to teach part-time or engage in special projects until relocated.
16. Providing secretarial support to assist faculty with preparing letters and resumes in pursuit of new educational endeavors or employment.
17. Critiquing faculty resumes in light of other positions that might be available within or outside the institution, and assisting the faculty to become qualified for the positions.
18. Teaching job-hunting techniques and strategies, including resume preparation (Challenger, p. 27).
19. Conducting simulation programs to prepare faculty for different interview situations.
20. Working with those persons who might be eligible for early retirement--in some cases, a "buy-out" may be warranted.
21. Providing funds and/or services of personnel search firms to assist in placement.

In a few instances, it may be in the best interest of the institution and the affected faculty members to pay the person's salary and permit him/her to seek employment on a full-time basis. Regardless of the alternative chosen, it is essential that colleges and universities begin now to assist faculty who are in academic programs which are going to be impacted through non-reappointment or termination. The parting of the ways should be as amicable as possible. Thus, the very principles which are taught in the classroom and the values we attempt to impart to our students should be applied to institutional norms of behavior.

SUMMATION

Colleges and universities need to begin the development of a comprehensive institutional analysis and planning process so that better informed decisions may be made. An integral part of the planning process is the establishment of financial exigency policies and procedures. Additionally, within the context of planning, a comprehensive professional development program should be constructed, including an out placement support system for faculty and staff. Institutions of higher education have to be futuristic if they are to respond to the rapidity of changes occurring within our society.

The most important ingredient of any successful organization is the people who comprise it. The academic stature or foundation of every college and university is and will continue to be built on strong academic personnel. We can no longer fail them and must take seriously the charge of investing in and energizing our single greatest resource -our faculty.

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SHAPING THE FUTURE:

Educators As Futurists and Advocates

If ever there were an ideal time for educators to assume leadership in forging the future, it is now. Can we meet the challenge of this new role which demands vision, proaction, and the highest order of intellectual and communication skills to guide the course of our national and global destinies?

EDITOR'S NOTE: This article is excerpted from the new book *Community Colleges, The Future, and SPOD*, prepared by the National Council for Staff, Program, and Organizational Development (NCSPOD). Information for ordering the book follows this article. Information about NCSPOD can be found on page 53.

By PATRICIA BRAMS

Traditionally, education is defined as the process through which children are socialized to identify with their historical roots and are prepared to function productively in contemporary society. The context of education is the past and present, transmitting what is already known with the goal of fitting students into the established social pattern. Adult education is hardly different. Community colleges, for example, offer occupational training for immediate placement in the workplace and lifelong learning geared to the immediate needs and interests of their clientele. Learning, likewise, is defined narrowly in terms of past and present, most often as measurable "pretest-posttest" changes in behavior acquired in the short run rather than as a fundamental broadening of perspective with insights into the elan of past to present social transformation as a precursor of the future. Ironic indeed that educators whose profession targets those members of society who will be closest to the cutting edge of tomorrow should be solidly centered on yesterday and today; not surprising that those they teach are also oriented mainly to the quotidian.

Fortunately, the situation is not hopeless. We live in a capicious, rapidly changing era—an era of uncertainty and challenge. We are experiencing a "paradigm shift," at time of global transition and pervasive, formidable change in our values, technology, institutions and lifestyles. Problems are proliferating, critical and unique. Creativity, analysis, experience, judgment and advocacy are required to meet the swell of the "third wave (Toffler, 1980). For educators, this constitutes an unusual opportunity. Not only does a transition tend to marshal talent from new quarters to garner solutions to urgent problems, but there is now a groundswell of particular interest in the future of education and a renewed public awareness of the connection between edu-

cation and economic productivity, political efficacy and quality of future lifestyles.

If ever there were an ideal time for educators to assume leadership in forging the future, it is now. No longer is education relegated to perpetuate the past and provide for the present. A part of the future is being set aside as the domain of educators; they have finally been included in a territory formerly reserved for politicians, economists, and technologists. Can we meet the challenge of this new role which demands vision, proaction, and the highest order of intellectual and communication skills to guide the course of our national and global destinies?

The purposes of this paper are: 1) to present a brief overview of the concerns and techniques of the futures field to provide educators a sense of the mindset and skills required to address the future; 2) to offer a model of communication plan to enable educators to impact the future as public informers, change agents and advocates; and, 3) to outline specific means by which SPOD practitioners, administrators, and state and national organizations can become proactive in shaping the future.

THE FUTURES FIELD: EDUCATORS AS FUTURISTS

The futures field is an emerging discipline concerned with the study of what is possible, probable and preferable in the future. Futurists attempt to describe alternate paths for global development (the possible), to determine which is likely (the probable) and to consider which paths are desirable (the preferable), working to implement them (Amara, 1981, pp. 25-29).

Futurists concerned with the possible are intuitive and visionary, often geniuses and writers with fresh and compelling imagination. They brainstorm uncharted paths into the future. Those concerned with the probable future, on the other hand, are analytical. They observe trends and extrapolate the qualitative and quantitative consequences of the extension of one or several integrated trends over time. Futurists concerned with the preferable deal with "educating people to help them discover and choose intelligently, involving those who will be affected by likely developments and choices in the decision-making process, winning support for preferred alternatives and choices, and helping to bring about change (Amara, 1981, p. 26).

The role of the educator as futurist is to deal with the preferable, to utilize futures field projections of what is possible and probable and to educate, persuade and stimulate public dialogue, promoting consensus and action to implement choices. Educators need not become futurists using systems analysis, operations research, Delphi, path analysis, gaming and conflict resolution in the manner of futurists, but should become accustomed to approach problems with a sense of the interrelatedness of education to other aspects of societal flux and to project and assess the future impact of current decisions. Succinctly, the educator, using the futures field as a resource, can "image, analyze and participate" in creating the future, using educational issues and problems as initial foci (Amara, 1981, pp. 42-46).

From the futures field, educators can adopt: 1) an attitude of openness and imaginative freedom; 2) a conceptual, if not operative, understanding of futurists' analytical techniques; 3) the use of systems theory and induction and deduction to project present circumstance to future outcomes and to work backwards from an ideal future to determine required present action; and, 4) modes to evaluate choices and to advocate acceptance.

COMMUNICATION THEORY: EDUCATORS AS ADVOCATES

The futures field suggests new approaches to address educational issues in the context of social planning. Communication theory provides a model to enable educators to communicate with other educators, lay public and government to provide information, clarify issues, and advocate choices which will have favorable outcomes in the future. Education is essentially a process of communication so it is certainly appropriate for educators to support futurists by communicating their concerns and activating the public to become better informed, more proactive and prospective in decision-making.

To be effective advocates, educators must enlarge their view of themselves as informers, advocates and change agents. To be effective, they should design plans to communicate information based on a model which includes four basic components: audience, medium, message, and strategy. Specific options for each component should be selected so that medium, message, and strategy are appropriate for a particular audience. The goal of communication is to inform the audience of the issue and to stimulate interest and discussion. This will hopefully lead to enlightened public policy. Dialogue affords an opportunity to clarify and examine ideas to resolve

differences of opinion. Acceptance of ideas is facilitated through personal interactions. (Braid, 1981).

The outcome of public dialogue will not necessarily result in consensus, but well-planned communication that emphasizes the relationship of the issue to personal well-being and survival may indeed compel the majority to act in favor of decisions which will ensure favorable future outcomes.

The art of developing a communication plan is to select the components which will be most effective for a particular audience. The components and guidelines have been outlined here. (Examples are shown in Table 1.). Educators must use personal judgment, professional expertise, and capability to use a medium to achieve the fullest benefit from their communication.

Table 1. Examples of three communication plans.

	PLAN 1	PLAN 2	PLAN 3
Audience	Government	General Public	Government Policy-makers
Message	Information	Information (General Overview)	Information (Logical; Documentation)
Medium	Personal Communication (Telephone calls, Letters, Meetings)	Radio Television (Interview)	Personal Communication (Report; Interrogation)
Strategy	Collaboration	Immediacy; Generalization	Persuasion

APPLICATION OF FUTURES FIELD AND COMMUNICATION PLANNING

A current controversy concerns merit pay for teachers. Let me suggest briefly how the futures field and communication planning might assist SPOD professionals to impact the outcome of this issue.

First, SPOD professionals should become conversant in futures field literature to provide a general context to examine specific issues. They should become familiar, for example, with two major post-industrial scenarios—the service society and the self-reliant society. They should understand the nature and implications of emerging technologies, major trends in contemporary society, and the goals and issues pertinent to various interest groups (Marien, 1983). This background enables educators to distinguish major trends and to place specific issues, such as merit pay, in a broad context, and to ask appropriate questions regarding this issue. Is merit pay a political strategy to ingratiate teachers or an inexpensive alternative to future raises "across the board" for the teaching profession? If so, what is the implication for the status of teachers in the future? Is merit pay part of a hidden agenda to eventually restore an educated elite? Is merit pay a palliative which will reward the best teachers without increasing the competence of less competent teachers who are the real concern?

The futures field can provide useful information, cost/benefit forecasts of outlays for merit pay over time, scenarios describing future effects of merit pay on teacher morale, occupational mobility, and parental attitudes toward teachers. Systems theory can be used to anticipate the effects of merit pay on select components of the educational system (e.g. student performance, quality of curriculum, funding) or aspects of the larger social system (e.g. taxation, talent pools, manpower planning, political strategy). The futures field provides a broad frame of reference, techniques and information to support SPOD professionals in educational decision-making and advocacy. SPOD practitioners, for example, realizing that generally the most competent teachers avail themselves of professional development, may evaluate merit pay as an inappropriate incentive for the less competent teachers. Merging the projections of futurists with their personal experience, they can design a communication plan to encourage public contemplation and enlightened decisions.

With great certainty, Alvin Toffler asserts that training and retraining will be a major thrust for education in the future (Toffler, 1983). Professional development for quality instruction and short-term training to gear for new technologies and careers will place SPOD in the center of educational activity. We need, however, to tend to our own professional development, to acquire skills in the futures field and communication planning so that we can finally participate in shaping the future of our profession and our society.

Let us transform the definition of education as a process to transmit the past, to prepare for the present and to create the future. Let us judge the outcome of our learning by the quality of the future we create.

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SUGGESTIONS FOR SPOD IMPACT ON THE FUTURE

PRACTITIONER	ADMINISTRATOR	STATE ORGANIZATION	NATIONAL ORGANIZATION
Workshop: Future Trends; Skill development For advocacy	*Inservice:* Futures theme, sessions.	*Conference:* Theme, Sessions on educational issues, future trends, analytical techniques.	same
Tabloid: Submit commentaries on Future Trends, issues, community opportunities to network.	same	*Newsletter:* Concept Papers, book reviews, opinions on future of education.	same
Roster: Compile roster of experts, in-house and external, to serve as workshop presenters and staff interested in discussion groups on future-related topics.	*Roster:* Use roster for inservice; committees.	*Roster:* Consultants on futures and members from various colleges to form panels at conferences.	same
Task Force: Join college and external organizations and form Future Trends Task Force.	*Task Force:* Form Future Trends Committee to report to central administration and trustees re: trends and opportunities.	*Task Force:* Same; and appoint representative to state government as advocate for organizations stance on issues. Organize policy debates for membership.	same
Curriculum: Assist teachers to include future orientation and analysis and evaluation of social issues and new technology in courses.	*Curriculum:* Develop new courses, Future Trends Program, keep Vo/Tech current.	*Curriculum:* Report on trends and curricular development in member colleges.	same
Futures Literary: Subscribe to futures field books and journals; disseminate ideas.	same Library futures Display "Future" Image For College.	same	same
Community Involvement: Become expert on an issue, candidate, technique or theory re: future development; speak and guide with future-oriented perspective.	same	same	same
Network: Collaborate on papers, presentations with future-oriented colleagues outside institution.	same	same	same
Program Development: Include Future Trends topics; encourage minigrants on skills related to developing future oriented students and technical skills for faculty.	*Program Development:* Provide support for future-oriented projects and and skill-building.		
Organizational Leadership: Act as change agent to introduce new ideas regarding future.	*Organizational Leadership:* same Act as clarifier and stimulate interest in long-range planning and innovation consistent with the trends.	*Lobby*—to state legislature regarding funding and educational policy.	*Lobby*—same to AACJC and national level.
Media: Develop videotapes to examine issues to be shown internally and externally.	*Media:* Use media at inservice and meetings to educate faculty.	*Media:* Use media at conferences.	

THIS NEW BOOK by The Future Trends Commission of the National Council For Staff, Program, & Organizational Development helps to answer some of the most pressing questions facing postsecondary educators today.

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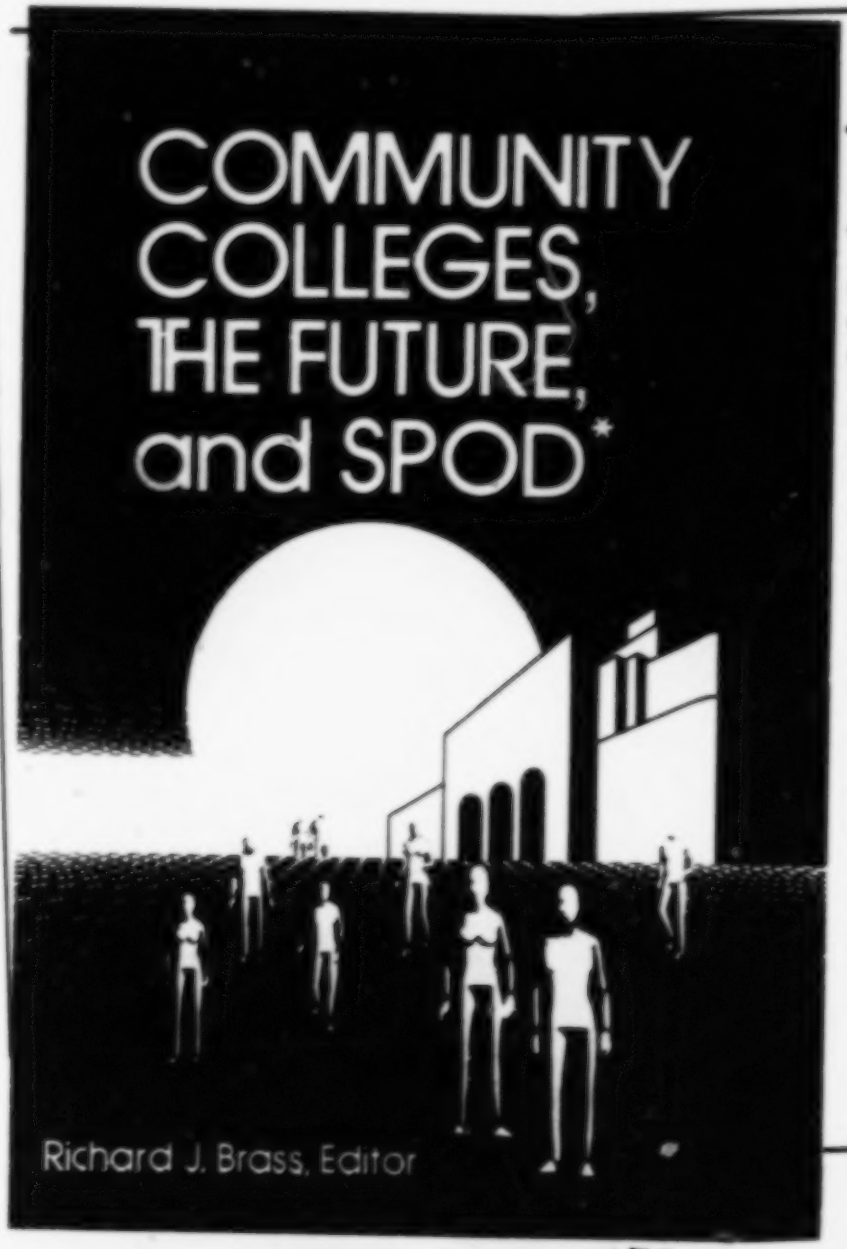

THE QUESTIONS ARE . . .

What's happening in today's everchanging world? Who are we as education professionals? Where should we be going to assist our institutions? What should we be doing and when should we do it?

****

Futurist John Naisbitt calls this the "time of the parenthesis." Author Fritjof Capra maintains we are involved in a worldwide transformation of values and perspective. There certainly is an abundance of questioning going on . . . in finance, politics, world order, relationships, management procedures, and much more. And the questioning has not left the field of education untouched, as recent major reports like A Nation At Risk *demonstrate.*

As professional change agents

(Continued on reverse side.)

and human resource managers for community, technical and junior colleges, many SPOD professionals also find themselves caught in a confusing web of reflection, reevaluation and questioning.*

Community Colleges, The Future, and SPOD explores this malaise along with its limitless opportunities. The book seeks to share a national discussion, and shows that we are not hapless victims of a capricious future. We can construct our own view of a preferred future. We can analyze the trends around us in order to predict a probable future. We can put these two concepts together and, in an active way, do much to shape the future in specific directions. The questions are thus, "What future do we want—what future will we build?*

••

This book was prepared by the Future Trends Commission of the National Council For Staff, Program, & Organizational Development (NCSPOD), a professional association for community and junior college SPOD practitioners in the United States and Canada. From its beginnings in the fall of 1977, NCSPOD has grown to become the single largest affiliate council of the American Association of Community and Junior Colleges. The Future Trends Commission was established to alert NCSPOD and its members to new trends in two-year postsecondary education and SPOD.*

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**Staff, Program, and Organizational Development*

CONTENTS

Editor's Notes and Introduction
Richard J. Brass

Twenty-Four Questions About the Future
Lynn H. Willett

Toward Excellence From a SPOD Perspective
Duane D. Anderson

Focusing on the "Right" Questions
Vernon R. Pickett

The Community College as a Future-Oriented Community Learning System
Neal A. Norris

Diary of the Development of a College/Community Futures Network
G. Edward Haring and Lynn H. Willett

Building Excellence In Your College
Geraldine A. Evans

The Community College Challenge for the Future: A State Agency Viewpoint
David R. Pierce and Ann Kieffer Bragg

Putting America Back To Work: Post-Industrial Society, Community Colleges, The Future, and Implications for SPOD
Don C. Garrison

Organizational Development and the Future: Designing Organizational Structures to Match the Changing Mission of the Community College
Del A. Shepard

Student Services Programs: A Second Look
Eleanor Ott

Hawaii's Community College's Hui Kukakuka
Joyce Tsunoda and Marvin Veregge

The Impact of Educational Technology on Staff Development Programs
Bill F. Stewart

Shaping the Future: Educators As Futurists and Advocates
Patricia C. Brams

Electronic Technology and the Community College: Implications for SPOD
Courtney D. Peterson

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Roland Terrell

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The *Journal of Staff, Program, and Organization Development* is published quarterly as a medium for the exchange of information both practical and theoretical regarding the planning, design, implementation, and evaluation of practices and programs related to the effective and efficient functioning of institutions of higher education and the individuals within those institutions.

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Ethical Considerations in Professional Development

Part One:

THE BIG QUESTIONS

The authors discuss critical influences on ethical decisions in professional development as well as a beginning step toward a code of ethics for developers.

EDITOR'S NOTE: This is the 1st of a two-part article on ethics in professional development. In the next issue of the *Journal*, the authors will share an analytical tool for identifying critical ethical conflicts at the level of individual consultation.

By MARILLA SVINICKI and KAREN WATKINS

Some time ago, a professional development colleague told us, "You haven't really done faculty development until you've been asked to work with a faculty member who's been denied tenure, who has nine kids to support, and no hope for employment in his field." We agree that this kind of situation puts our feet to the fire. In fact, sometimes we have even found ourselves in an ethical quandary when the problem was considerably less personal. Imagine the following situations:

> You have been called by a faculty member from the business department, Mr. X. He was fairly distraught on the phone. A wealthy, respected businessman, he has been volunteering his time to teach part time at your institution. He has just learned that he was the subject of a fairly extensive departmental crisis in which a number of students complained to the department chair and to other departmental faculty about the unreasonable work load and grading standards in Mr. X's class. This was followed by a meeting of the faculty, which Mr. X did not attend, to discuss departmental standards by full-time faculty. The department chair met with him and suggested that he work with you to revise his course expectations to reflect his intended outcomes—yet with less assignments and less rigor in grading. The data given to him (and to you) confirm that his grades are almost a full grade point lower than the departmental average. The department has no published standards. Mr. X feels that the students are simply not prepared for college-level work. As he sees it, his grades are accurate in terms of what the real world expects. What would your response to this situation be?

> You are asked to "pretend" to work with an individual while keeping meticulous notes about his actions and comments for an administrator who is building a paper trail to fire this tenured faculty member.

> You are told to use a particular canned program for training—"to meet an institutional need" but, on review, find that the program violates your sense of how you treat a person in professional development.

The above examples are not hypothetical situations, but real dilemmas faced by consultants with whom we have spoken. To some extent, several of these examples have strong political overtones—how much power you have has a lot to do with when and to whom you can say "no". But it is the root ethical problem which each example presents that intrigues us. What *should* a conscientious professional developer do in each situation? How can we best make *fair*, ethical decisions in a relative, political world?

What makes something an ethical problem? Ethical problems are the ones which arise from the fact that the raw materials of our field are human interactions and conflicts, and with human interactions and conflicts come ethical dilemmas. Ethical questions most often deal with conflicts in values, either within a decision maker or between several decision makers. They are the ones which involve choosing between the divergent goals of several individuals. They might involve deciding between value sets or allocating scarce resources to several programs. There can be no "scientifically proven right way" to resolve most of these questions. They involve value-laden choices and the best we can do is recognize them for what they are and develop a system for approaching them that increases the probability that we will act in a consistent and ethical manner.

What are some typical examples of the ethical dilemmas facing professional developers?

1. *Issues of confidentiality* are most commonly thought of dilemmas, particularly in non-academic settings. When a developer works with a client, who has a right to know what went on and what the results were?

2. Who defines the *limits of a consultant/client interaction?* And what are the commonly accepted limits? Consultants often find multiple layers of problems responsible for the initially stated situation. How does the consultant decide how far the consultation can go? What if the client disagrees? Or the institution imposes limits through time, fiscal or even stated policy constraints?

3. Who should exercise *control* in client/consultant situations? Consultants in academic settings are faced with a peculiar situation arising out of the long cherished belief in academic freedom. This assumption has led many faculty to have very strongly held opinions about what is and what is not good teaching. This belief coupled with a fairly weak tradition in educational research and its application to higher education sometimes make it difficult for a consultant to take a strong lead in directing the course of a consultation. Is this good or bad? Should it be the client's belief system which drives the consultation even if it goes against what the consultant believes to be true? A related problem is the fact that the consultant often lacks expertise in the content of an area, and yet that very content may determine how a course *needs* to be taught. Whose values should prevail?

4. *What constitutes a sound professional development program?* Consultants are often in the position of negotiating the nature of the professional development program with a number of different constituencies. Who should decide what the professional development program should be and how its resources should be allocated? What if the client constituency selects something that the consultant feels is counterproductive? What if the program does not, in fact, result in professional development?

In most other fields where these types of issues are faced, such as medicine, law, and psychology, the profession has banded together to provide its members a set of standards against which individuals can compare their own situations. This is not yet the case with the field of professional development. It is true that many practitioners who have come to professional development from other fields have brought with them the professional standards of that field, such as those from management or psychology. Because these standards are from human interaction-oriented fields, the standards translate fairly readily. But this may not be the case when the practitioner comes from a non-human interaction field? There are some general guidelines for the developer to consider when faced with an ethical dilemma.

SOME GUIDELINES FOR CHOOSING

There are three potential sources of decision guidelines the consultant needs to consider. The first is the individual consultant's view of his or her own role. The second is the view of the consultant's role by the institution. The third is the set of standards which should be universal to the profession. Let's consider each of these in turn.

The Consultant's Personal Guidelines

One set of guidelines for choosing among alternative courses comes from the consultant's personal view of his or her role. Below are a series of questions about the interactions between client and consultant which can help crystallize the choice among alternative solutions.

1. Who is the *primary* client? In choosing between alternatives, the interests, values and goals of this client should receive the greatest weight.

2. What is the "big picture" implicit contract with that person? For example, the stated goal might be to change a course structure to produce better learning in the students. An accompanying unstated goal which an instructor might have would be to do that without disrupting his or her own teaching style. Another unstated goal might be to improve the student evaluations of a course so that an instructor can be retained. Another aspect of the implicit contract notion is to clarify who is responsible for what in the interaction. Is the consultant there to offer solutions and make decisions or to assist the *client* in identifying solutions and making decisions?

3. Can the needs of the primary client be met without doing harm to the remaining parties in an interaction? After scanning the alternatives, the consultant may find that there is no conflict among the concerned groups after all. This certainly makes the decision easier.

4. If not, which party is next in priority after the primary client? With this step we are trying to identify whose concerns must be used to

temper the decision based on the primary client's needs. If satisfying those will harm someone else, we must find a way to choose a "secondary" client among the remaining concerned parties.

5. What is the "big picture" contract with this secondary party?
6. Can the goals of the primary and secondary clients be reconciled? Of the alternatives proposed, are there any which can achieve the goals of each of these participants, even if to a lesser extent than desired?
7. If not, which solution for the primary client produces the least damage to the secondary client? At some point the consultant must choose between constituencies. The issue here is that there *is* a primary client and the consultant's first responsibility is to that person or group. Nevertheless the ethical choice will do minimal damage elsewhere if at all possible.

The Institution's Guidelines

A second source of guidelines is the institution for which the consultant is working. Not all institutions have the same views on the mission of postsecondary education and those differences will certainly affect the position of a professional developer. For example, the institution which views itself as a *generator* of new knowledge will have very different policies from one which views itself as a *transmittor* of knowledge. Whether or not we agree with the basic policies our institution stands for, we need to examine the following issues.

1. What is the status of the various constituencies of the institution, such as the faculty, the students, the employees, etc., both in absolute terms and relative to one another?
2. What is the institution's customary practice in this type of situation? For example, how much latitude does the institution give its members to deviate from the norm? Does a climate of academic freedom govern decisions?
3. What is the institutional view of the consultant's role? Is the consultant hired to assist the faculty or the institution in meeting goals? For example, many professional development officers we have known align themselves with faculty in order to have credibility yet must continually fight an uphill battle to gain access to resources. Others are given vice-presidential status, but must fight to gain faculty trust. Perhaps stating the policy implications of these alignments in advance would improve relationships with both groups.
4. What is the institutional view of professional development? For example, many institutions require that all staff attend certain professional development activities on a particular day of the year. The implicit values here—that (a) professional development is good for everybody, that (b) the same professional development is good for everybody, and that (c) good professional development can be placed on a schedule—are not unlike the assumptions we make about how students best learn. However, these assumptions are values, not *a priori* facts, and therefore are open to question. The institution may have budgeted for definite activities which again defines the institution's priorities through its best value measure.
5. Are there any overall institutional rules which affect professional development? For instance, if all files are open, how does this affect your stand on confidentiality? Or, if administrators can ask for your files or your feedback on how a person is doing, do you let clients know that this may occur in advance of working with them? Certainly the degree of autonomy of faculty development, the degree of faculty participation in determining content and priorities, the hierarchical level at which the professional development office functions, all speak to values of the organization.

Actual statements may or may not exist on many of these matters. If such guidelines don't already exist, you might attempt to gain acceptance of the following kinds of guidelines for professional development:

1. This office will function in an atmosphere of confidentiality which means that all who work here or who come to seek help can expect that their work will not be shared with anyone else unless explicitly agreed to by all parties in advance or there is a life threatening emergency.
2. When the development office is involved in working to help a person who is being reviewed for potential dismissal, the office's function will be limited to attempts to *develop* that individual. Documentation of incompetence, summative performance assessment, etc. will be

the responsibility of the individual's administrator.

. . . and so on.

These, of course, are fairly specific kinds of guidelines and still do not deal with some of the stickier big questions (such as who decides what comprises "improved performance" or "great teaching"), but they may ward off problems in important problem areas of the moment. Most important, they state a relationship for all to see in advance of any situations that might come up. As a result, they can serve to build respect for the office and to ward off potential ethical land mines.

The Profession's Guidelines

There is another, more long-range set of standards which should also be considered, but perhaps not solely by an individual. These are the standards of the profession which define what a professional development person is and does. Listed below are some examples of the standards of conduct, abstracted from related professions' guidelines, which can apply to a professional developer.

1. The interactions between client and consultant are confidential except as agreed to by the client beforehand.
2. The consultant's personal assistance to the client extends only as far as the limits of his or her professional training. Beyond that, the consultant assists the client in obtaining additional assistance from other more qualified persons.
3. The interests of the client are always balanced equally with the interests of the consultant, the institution, the students, etc.
4. The consultant will recognize and respect the professional and social expectations of both the client and the institution.
5. The consultant will maintain high standards with regards to any services or products he or she recommends or offers to clients and will provide an accurate and objective evaluation of services or products about which he or she is asked by the client.
6. The consultant will maintain consistent fees for his or her services, and will keep those fees in line with industry standards for a person with his or her experience and expertise and with the nature of the service. Further, once a fee is established and agreed to, it will become the contractual obligation for the consultant to perform the service specified under the constraints specified. Responsibilities of both parties should be spelled out in advance.

These kinds of issues are more general questions which do not refer to any one particular interaction, but rather should be guiding principles behind the whole professional development relationship. Because of their broad impact, they should be agreed upon by the profession's representative bodies (whatever they are) and provided to practitioners to serve as standards against which to measure their own decisions. Until such time as that agreement occurs, however, individual practitioners can keep the ideas in mind as they face the various dilemmas mentioned earlier.

IN CONCLUSION

Of course, we have probably raised more issues here than we've resolved, but perhaps this is appropriate given the emerging nature of our profession. This is a period of great transition and value conflicts exist in every traditional institution. Because we are mid-stream in this transition, traditional solutions no longer apply and at the same time, new ones have not yet been found. As we look at major journals in higher education, we find things like "Changing Values and the Role of Technology," "Higher Education and Business Partnerships—Questioning Old Assumptions" or two articles on the same page reporting that the current administration is moving to abolish certain affirmative action policies next to an article on the Supreme Court's tough stand enforcing current affirmative action policies. With job scarcity and public concern for educational quality, educational access has sometimes been pitted against educational excellence. These major issues may not be played out in the faculty development arena—but they will most certainly affect the context of faculty development activities.

It appears to us that the *entire educational institution's* values are in flux at the same time that our profession is evolving values. We invite you, our colleagues, to use this article to open a dialogue about these issues, with each other, with your institution, with your clients, and within yourself, in hopes of generating widely accepted standards of conduct for our profession.

Marilla D. Svinicki and Karen E. Watkins work at The University of Texas at Austin.

The National Council for Staff, Program, and Organizational Development

One of fourteen councils affiliated with the American Association of Community and Junior Colleges.

The National Council for Staff, Program, and Organizational Development (NCSPOD) is one of 14 councils affiliated with the American Association of Community and Junior Colleges. The mission of NCSPOD is to promote staff and organization development in two-year colleges. The Council is dedicated to: (1) developing innovative, effective approaches to staff, program and organization development; (2) maintaining communication among organizations concerned with such efforts; (3) fostering research and evaluation in the field; and (4) generating means for self-development of persons interested in staff, program and organization development.

Themes and Issues

Staff development addresses the personal, career, and professional development of college employees through opportunities that include workshops, programs, exchanges, internships, and coursework.

Program development concerns itself with assessing community program needs, and designing, supporting, revising, and evaluating programs and courses.

Organizational development issues concentrate on improving the effectiveness of the two-year institution through the use of goals and missions-setting techniques, team-building activities, change processes, systems theory, and intervention strategies.

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NCSPOD offers a broad range of services and opportunities such as:

* a national newsletter
* National conferences, institutes, seminars and workshops
* regional skill-building sessions
* research and dissemination of publications
* a human resource directory
* assistance to state organizations/consortia

national council for staff, program and organizational development

— An Affiliate Council of the American Association of Community and Junior Colleges —

A major portion of the work of NCSPOD is carried out through its commissions on research and evaluation, publications, human resources, membership, achievement, future trends, and state associations. Ample opportunities exist to serve one or more of the commissions. For further information contact:

Richard Yarger
Vice-Pres. for Commissions
Edison Community College
Fort Myers, FL 33907

NCSPOD also has an annual awards program to recognize those individuals who have made outstanding contributions to the field as well as those institutions that have developed exemplary staff development programs.

Membership

Memberships can either be individual or institutional and are open to any person or institution committed to the purposes of NCSPOD.

For further information about NCSPOD and membership fees, contact NCSPOD's President:

Carol McCombs
Tri-County Technical College
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Are Your Rewards Reinforcing?

The road back to a "moral" type of involvement in achieving the goals of the organization.

By DUANE D. ANDERSON

Institutions are presently faced with an apparent lack of old fashioned enthusiasm for achieving the goals of the organization. While this may or may not be true, there does appear to be a difference in the involvement of staff, faculty and mid-managers in many of today's institutions. The "moral" type of involvement that Etzioni defines as the situation where "the person intrinsically values the mission of the organization and his job within it, and performs it primarily because he values it," seems to be waning. As we in development positions search for causes and prescriptions to reverse this trend, we are faced with complex situations with multi-variable options in both the diagnosis and the action phases of our operation.

Edgar Schein in discussing the concept of the "psychological contract" indicates that in order to have a workable and just psychological contract with its members, an organization that expects a "moral" type of involvement, must attempt to elicit that involvement primarily on the basis of it providing normative rewards. To attempt a radical change in the power-authority style that the organization uses may be more than the development officer wants to take on at one time. There are, however, a number of "smaller steps" that may be attempted on the road back to moral involvement. This article will discuss one such strategy in its prescription—*Are Your Rewards Reinforcing?*

Situation

People in the organization have stopped volunteering to engage in anything but the absolute minimum activities required to fulfill their instructional, clerical, counseling, maintenance, or managerial responsibilities. There doesn't appear to be a major lack of ability on the part of the members to perform at an acceptable or even exceptional level. New employees even if they enter the institution eager to excel, soon sink to the norm on performance. Most communication is reduced to written memos and a file is kept of all correspondence. The institution awards "survival" pins for 10-15-20 years of service, but no recognition is given for excellence or outstanding performance.

Diagnosis

The institution's system, if one could call it that, for rewarding performance is either too little—too late, is being conducted in a hostile environment, or is being implemented by people unskilled in the process. The success of this intervention is highly dependent upon the accuracy of the diagnosis since no amount of "skill building" conducted in an organization that does not accept positive reinforcement behaviors as important or even permissible, will result in ameliorating the situation described above.

Prescription

Let's assume for the moment that the organization has the means, the resources, competent people, and also the desire to improve the described situation. Let's also assume that the "hostile environment" is found to be created by fear of being taken advantage of or fear of failure brought on by a basic lack of confidence, on the part of those in positions of authority, to reinforce effectively.

Many times it is not that the person in charge doesn't want to recognize and reward, but rather he/she is not sure of *how* to do it. While there are many ways that a person can be taught to recognize and reward performance, the best approach might be to have experienced that activity bestowed upon him/herself. We find many potential "reward and recognition givers" be they deans, chairpersons, supervisors, office managers, foreman, and even classroom

managers (teachers), very uncomfortable giving praise, encouragement, or even saying thank you and meaning it.

The activity I would like to describe for you is called "Golden Awards." This activity is designed to allow people to experience both the giving and the receiving of non-monetary rewards. The group must have spent some time interacting, preferably in an informal but task-oriented setting. If possible, the activity, workshop, retreat or what have you, should be structured to emphasize the sharing of one's talents, skills, and expertise with others in the group. There should be an opportunity for social contacts through such activities as planned recreation, shared meals, quiet and reflection time, as well as the task activities. At the end of the event, a large collection of materials, i.e., construction paper, marking pens, glue, string, paper, cups, rocks, leaves, shells, cloth, sticks, etc., needs to be assembled. The group you are working with needs to be assigned to smaller groups of five to six people. These small groups need space to work and be, if possible, separated only enough so that their conversation does not interfere with the other groups but still be within sight of the other groups.

Each group is then instructed to select one of their members to be sent out of the room or area where a facilitator will keep them occupied while the rest of the group is engaged in the activity of producing the first "Golden Award." The instructions to the remaining members is to recall all of the positive characteristics of the absent member as he/she has exhibited them during the past time, be it a week or days or hours that they have been together. The group then, using the list of positive characteristics, is instructed to construct an award made from the assembled materials. Ideas such as: steady as a rock, the potential of a seed, beautiful as a flower, refreshing, sensitive, composed, innovative, etc., are all portrayed in the placque or award.

One person is then selected to make the presentation when the person returns to the group. The sincerity with which the first award is given sets the tone for the entire activity. If there is an opportunity to structure who makes the first presentation, don't hesitate to do it. Be prepared for some unexpected behavior on the part of the participants. Individuals who have experienced receiving recognition from others when they know that it is deserved on their part and freely given by others, will be more comfortable when they return to their normal work setting in giving recognition. The good feelings they experienced during the "Golden Awards" activity, will reinforce their reinforcing behavior.

Hopefully you will see changes in the situation described in the article, people may start volunteering again, committment to the program goals may reappear, communication will become more personal, and experienced employees will become positive role models for newcomers. While one intervention cannot be expected to change a long history on non-reinforcing behavior, it may, in fact, open the door to some people trying these new activities. Every attempt should be made to reinforce the person who is trying for the first time to practice these new behaviors.

Anything that can be done within the total institutional environment to encourage people to practice rewarding and reinforcing should be attempted. If a system needs to be structured to formalize the practice, this should be done. Reward the rewarder and he/she may continue to be a good rewarder.

Reactions to this regular feature are invited by Dr. Duane D. Anderson, Director of the Office of Community College Affairs, N491 Lindquist Center, University of Iowa, Iowa City, Iowa 52242.

REVIEWS

Articles for Staff Developers

Abstracted from current issues of leading journals, these articles are recommended for staff developers.

FACULTY DEVELOPMENT EFFECTIVENESS STUDY

Friedman, M. and Stomper, C. "The Effectiveness of a Faculty Development Program: A Process-Product Experimental Study." *The Review of Higher Education*, v. 7, n. 3 (1983): pp. 49-65.

The article reports a study of the effectiveness of an instructional assistance program for college professors who were all teaching a basic mathematics course. The program resulted in "large" differences in student achievement in favor of the

experimental group. The authors point out that it is possible the training program evoked the Hawthorne effect to some degree; however, analysis of the trainees' teaching behavior showed that they changed in ways consistent with the instructional model used. "Thus, change in process was followed by change in product," noted the authors. "It would appear that the training program designed to improve student achievement did indeed achieve that goal."

Process-Product Research

According to the authors, process-product or "teaching effectiveness" researchers investigate those teaching behaviors manifested in the classroom that are most decisive in enhancing student outcomes in the cognitive and affective domains. The process-product paradigm has three phases. In the "descriptive" phase, investigators identify the characteristic classroom behaviors of instructors and students by developing valid and reliable instruments that make it possible to observe, record and analyze what goes on in the classroom. In the "correlational" phase, investigators develop a model of instruction by examining the relationship between classroom behavior and student achievement. In the "experimental" phase, investigators conduct two experiments: (a) they show that teachers can be trained to adopt the instructional model, and (b) they verify the instructional model's effectiveness in terms of student achievement. According to the authors, many investigators have demonstrated that teachers can be trained to change their teaching behavior; however, only two groups of investigators have verified a model's effectiveness.

Method

In the reported study, five members of the faculty were selected for the training sessions from a group of 11 volunteers solely on the basis of a common meeting time. All eight other full-time instructors who taught the remedial course constituted the control group. The training program used three strategies. The "instructional" strategy presented a model of instruction based primarily on the investigators' correlational study of effective teaching and also of the findings of other teacher-effectiveness researchers. Eight behaviors presented in the model included: provide students with immediate feedback by maximizing the time spent on immediate classroom exercises and minimizing the time spent on homework exercises; encourage students to call out the answers to questions; monitor the class at work; maximize the content coverage, and use the "whole class" instructional approach. The "awareness" strategy involved the use of consultants familiar with the learning styles of minority students and provided opportunities for discussions in an attempt to heighten instructor sensitivity. The "feedback" strategy required professors to view videotaped recordings of their classes and analyze their teaching behaviors in terms of the model.

The training program was conducted during the entire spring semester of 1980. The trainers were released from teaching a four-hour course to meet with the trainers in a seminar for one 2-hour and one 1-hour session each week. The instructional awareness strategies were implemented during this seminar. Curriculum variability was controlled: all instructors used the same textbook and followed the same course outline which specified the pages of the textbook to be discussed, the number of hours to be spent on those pages, and the exercises to be assigned. The students, primarily urban minority students, were assigned to the course on the basis of a placement examination in mathematics required for all incoming freshmen. These students could not be assigned randomly to the treatment and control groups, but a comparison of placement scores, class size, etc. showed no significant differences between the groups.

The investigators demonstrated change in the teaching behavior of the trained group by rating the teachers' exhibition of the instructional model in pre- and post-training videotaped sessions. The instructors changed their teaching behavior to reflect the application of the eight principles of the instructional model. Student achievement in remedial mathematics was measured using a uniform final examination developed by the college's mathematics department. Using the class as the unit of analysis, the criterion measures were percentage passing the test and mean test score.

Results

For percent passing, the means were 59.1 for the experimental group and 49.4 for the control group. The group mean average for test score means was 59.4 for the experimental group and 51.5 for the control group. The investigators concluded that the training program, when implemented in its entirety, has a positive impact on an instructor's teaching effectiveness They cautioned that the generalizability of the instructional model to other disciplines such as philosophy or history, or even to advanced college mathematics courses such as calculus, is not promising. The

authors did suggest that what may be generalizable is the process-product paradigm as well as the instructional and feedback strategies. "If a department can identify its effective and ineffective instructors," state the authors," process-product investigators may be able to discover the set of teaching behaviors that differentiate the two groups. Then they should be able to use the instructional, feedback, and perhaps awareness strategies in a faculty development program that might result in increased teaching effectiveness."

EFFECTIVE PART-TIMERS

Maguire, Peter. "Enhancing the Effectiveness of Adjunct Faculty," *Community College Review*, v.11, n. 3 (Winter, 1983-84): pp. 27-33.

Recent data suggests that more than 60 percent of all community college faculty are part-time (adjuncts). A number of factors, such as economic survival and more flexibility, have been responsible for this growth. Yet, until recently, few colleges had developed any plan for assisting their adjuncts in improving their instruction. Provided that community colleges are thriving as institutions of higher learning, and not merely attempting to survive, they must endeavor more to integrate the adjunct faculty with the institutions. This requires systematic and formalized recognition and support with the bottom line being to elicit more commitment from the adjunct staff, to enhance the quality of their teaching, to bridge the gap between the adjuncts and full-time faculty, and to fortify the college as a whole. Otherwise, with uncommitted and unappreciated adjuncts, the institutions' savings on direct costs may be a false economy, since lower morale, loyalty, and enthusiasm can only hurt performance, increase turnover, and generally depress the quality of life in the academic community. Therefore, in order to overcome some of the negative outcomes associated with adjunct faculty practically and psychologically, a number of recommended steps are called for, both college-wide and at the department level. Initially, each college should examine how adjuncts relate to the total mission and programs of the institution, and then promote and explore certain attitudinal and practical objectives. On the practical side, the college may establish a Faculty Professional Development Committee, some type of institute or resource center, and social activities, all aiming at expanded opportunities for adjuncts. At the department level, it is essential that someone is given responsibility to monitor the instruction and evaluation of the adjuncts. Departments should provide opportunity for adjuncts to participate in meetings and other department-sponsored activities. Futhermore, full-time faculty could draw "meatier" course outlines and share these with adjuncts. They could also assist adjuncts in structuring classes and developing instructional materials.

BASIC SKILLS PROGRAMS

Kraetsch Hartsough, Gayla A. "Managing and Evaluating Basic Skills Programs," *Community College Review*, v. 11, n. 3 (Winter, 1983-84): pp. 37-40.

Postsecondary institutions are responding to the insufficient skills and inadequate learning of an increasing number of students entering their campuses through a variety of remedial programs. Yet, often little attention is given to the management issues surrounding those programs (i.e.: administrative support, organizational structure, internal program design, testing programs, and program outcomes). The following are highlights of a detailed discussion of these issues. Administrative commitment and support is essential for an effective basic skills program. Provided such support, the question is whether to place those programs within academic programs, in student services, or as a separate department. Further, the internal program design may be accomplished in the forms of designating special sections of existing courses, offering specially designed developmental courses, using tutorial programs, establishing learning centers, extending the number of weeks that existing courses meet, and so on. However, a controversy remains as whether to award credit for such courses or not. Another obstacle is determining what test cut-off scores are appropriate in assigning students to remedial programs. Also, the lack of adequate follow-up and evaluation of remedial programs and students placed in such programs is of great concern. It is suggested that in order to be accountable to both students and funding sources, such evaluation is vital to identify the most cost-effective and efficient testing techniques, diagnostic procedures, testing methods, and organizational configurations. In the final analysis, a number of factors are listed to guide administrators and faculty when designing such programs.

REVIEW POLICY

Readers are encouraged to suggest articles in other journals for abstracting and books for review that are of particular value to SPOD practitioners. Such publications will be reviewed on a space-available basis.

The JOURNAL of

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The articles in this issue address ways in which the heartbeat of our institutions can be maintained.

60

CONTENTS

VOLUME 2, NUMBER 3 Fall 1984

Understanding and Combating Community College Faculty Professional Stagnation	*The authors suggest staff development efforts designed to promote positive adaptations to work role routinization.*	62
Ethical Considerations in Professional Development Part Two: A CASE ANALYSIS TOOL	*The authors present a tool for analyzing difficult consultation situations which have potential ethical conflicts.*	68
Community College Staff and Program Development: A Model for Effective Implementation of Change	*A Concerns-Based Adoption Model offers a tool with which to work with individual faculty members for the purpose of positively affecting change within the entire organization.*	73
15 Essential Steps in Implementing Quality Circles	*One method for increasing efficiency and productivity within institutions of higher education is the implementation of a participative administrative tool known as quality circles.*	78
Mutuality of Training: Institutional and Individual Gain	*An experimental administrative intern program allowed the author to gain valuable administrative experience as well as strengthen the institution.*	83

Comment 60
The Heartbeat of Our Institutions

Take Note 60
Winter Events for Staff Developers

Bulletin Board 61

Reviews 84
Articles for Staff Developers

THE COVER: The people, the programs, the entire organization's planning process contribute to a daily rhythm that might remind one of a heart pumping life-giving blood through the institutions. Imposed over the classroom scene is the mechanical recording of a healthy human heartbeat.

COMMENT

The Heartbeat of Our Institutions

By GORDON WATTS

Have you ever thought of the daily activities going on in your institution as a heart that is continually beating? The people, the programs, the entire organization's planning process contribute to a daily rhythm that might remind one of a heart pumping life-giving blood through the institution. In this context, our work as SPOD practitioners and administrators is to maintain the rhythm and strength of that heartbeat, and thereby insure the health of the organization.

The articles in this issue address ways in which the heartbeat can be maintained. In the lead article, for example, Dorothy Harnish and Don Creamer (page 62) identify, through behavioral profiles, the typical ways in which faculty members adapt to job stagnation and routinization. Since some of the adaptive behaviors are counterproductive both to themselves and to the institutions, the authors provide suggestions for how staff development can help faculty members adapt more positive approaches to job routinization. This surely speaks to maintaining a strong and steady heartbeat in colleges and universities.

In our role of maintaining or improving the health of

(Continued on page 61)

TAKE NOTE

Winter Events for Staff Developers

EVENT	FOR FURTHER INFORMATION
Profiting from Teletraining: Strategies for Effective Applications Teleconference at several locations November 14-15	Center for Interactive Programs University of Wisconsin—Extension Lowell Hall 610 Langdon Street Madison, WI 53703
Management Development Seminar for Assistant and Associate Deans Oak Brook, IL November 14-16	Marion W. Meyer School of Management Syracuse University Syracuse, NY 13210
Lilly Conference on College Teaching Oxford, OH November 16-18	Dr. Milton Cox Office of Academic Affairs Miami University Oxford, OH 45056
National Council of States on Inservice Education National Conference Orlando, FL November 16-20	NCSIE/Syracuse University 364 Huntington Hall 150 Marshall Street Syracuse, NY 13210
Faculty Computer Literacy: Program Development and Implementations Dallas, TX November 28 Los Angeles December 12	EDUCOM P.O. Box 364 Princeton, NJ 08540
Advanced College Management Practices Denver, Co November 29-30	The SRI College Productivity Center 1039 Arthur Street, Suite L-3 Iowa City, IA 52240
Periodic Evaluation of Tenured Faculty Performance Miami, FL November 29-30	American Council on Education Attn: Center for Leadership Dev. CH One Dupont Circle Washington, DC 20036

Master Teacher Seminar Orlando, FL December 3-5	Division of Continuing Education University of Florida 1938 West University Avenue Gainesville, FL 32603
Training '84 New York City December 10-14	Training '84 c/o Training Magazine 731 Hennepin Avenue Minneapolis, MN 55403
Evaluating College Faculty New York City November 12-13	Dr. William E. Cashin Kansas State University 1623 Anderson Avenue Manhattan, KS 66502
Improving College Teaching New York City November 15-16	

(Continued from page 60.)

organizations, we encounter ethical issues as Marilla Svinicki and Karen Watkins presented in our last issue. In their follow-up article (page 68) Marilla and Karen share with us a tool for analyzing our ethical dilemmas in order to take the best course of action.

Next, Jeff Cantor (page 73) describes a model that can be used as a tool to help conceptualize the change process and to positively affect change within an entire institution—naturally to change in a more healthful direction.

Another tool or technique that can assist in maintaining the vital flow of energetic life within institutions is through Quality Circles. Jerry Gilley and Michael Galbraith (page 78) outline the steps necessary to implement a Qualtiy Circle. In an effort to remain healthy individuals, we sometimes find it necessary to create opportunities for ourselves. Mary Ellen Klatte (page 83) describes the way in which she initiated a job change that benefited both her and her institution.

I am planning on devoting the Spring Issue of volume 3 to descriptions of exemplary programs and practices in staff and professional development. I would also welcome descriptions of unique programs and program elements. Please forward manuscripts for that issue to me no later than January 15, 1985.

Bulletin Board

LEADERS' SCHOLARSHIPS

The Kellogg Institute for the Training and Certification of Developmental Educators has announced the availability of four "Leaders' Scholarships" for the 1984-85 academic year. The "Leaders' Scholarships" program is designed to recognize national, regional and local leaders in the field of developmental education and learning assistance by providing them with partial fee waivers for attendance at the Kellogg Institute. By making it possible for leaders in the field to attend the Institute at minimal cost, it is also anticipated that the innovative techniques taught at the Institute will be more widely disseminated in developmental and learning assistance programs.

"Leaders' Scholarships" will consist of a $500 fee waiver for attendance at the 1985 Kellogg Institute. The Institute is scheduled for June 30 to July 26, 1985. During the Institute's summer residency program, participants will receive intensive training in learning styles assessment; individualized instructional techniques; program evaluation design and implementation; reality therapy; academic intervention and retention strategies; computer-assisted instruction and management; time management and program development. Following the four-week training period, participants will return to their home campuses to implement program development projects based on skills and knowledge obtained at the Institute.

"Leaders' Scholarships" will be awarded on a competitive basis to individuals who have held leadership positions in local, regional or national organizations concerned with remedial, developmental and learning assistance activities on college campuses. Guidelines for the scholarship program and applicant materials may be obtained by contacting Dr. Hunter R. Boylan, Director, Kellogg Institute, Appalachian State University, Boone, NC 28608; (704) 262-3057.

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Understanding and Combating Community College Faculty Professional Stagnation

Derived from research interviews, several styles of faculty adaptation to routinization are discussed. The authors then suggest staff development efforts designed to promote positive adaptations to work role routinization.

By DOROTHY HARNISH and DON G. CREAMER

The 1960s were a time of growth and expansion for community colleges. Many new two-year public colleges were established, creating numerous jobs to be filled with faculty within this sector of higher education. Today, twenty years later, many of these same faculty members can still be found, performing essentially the same jobs at the same community colleges. Uncertain economic times and a greatly restricted job market for academics have increased the likelihood that even those faculty who may no longer find excitement and satisfaction in community college teaching will remain in their current positions. This can create a potentially problematic situation for colleges who must rely on the energy and interest of present faculty members to maintain standards of excellence and to assure continuing vitality of the institution and its programs. A major challenge facing professionals involved with staff, program and organizational development efforts is how to facilitate the continued motivation, growth and involvement of all faculty, but especially the "long termers," with their work as community teachers.

One obstacle to the design of effective faculty development programs is a lack of research contributing to an understanding of what happens to community college faculty who continue to teach for an extended time at the same institution. Little is known about those factors associated with faculty themselves or the nature of their jobs or work environments which may contribute to or prevent professional stagnation over time. Improved awareness and understanding of what faculty are experiencing in their jobs is needed in order to find ways to help faculty members remain engaged, creative, and motivated to seek rewards through involvement in their teaching roles, as they continue in the same jobs year after year.

Recently a study of long-term community college faculty was conducted which has implications for staff development. The summary of this research, which follows, examines some of the findings and presents some insights into continued faculty job involvement at community colleges.

FOUR TYPES OF LONG-TERM FACULTY MEMBERS

Faculty member A, Joan Job-involved, has been teaching at Midtown Community College (pseudonym) for fourteen years. During this time she has retained her enthusiasm and exitement for community college teaching. She describes her work as "fun" and is willing to put time and energy into work-related responsibilities, even at the expense of other life activities. She has a high level of commitment to and belief in the community college and enjoys the status of her college teaching role. Joan has found and continues to find growth opportunities primarily through her community college work role. Other outside activities are frequently related to her teaching job and serve to add to and complement, not substitute for, job satisfaction. Her satisfaction is related to the intrinsic factors of the job and its ability to satisfy important needs, rather than to external incentives such as pay.

Joan is strongly student-oriented. She stresses

the importance of caring, expresses concern for student problems beyond the purely academic, and is willing to take time to become involved with students, assisting them to achieve personal and career goals. She derives a great deal of personal satisfaction from seeing the impact she has had on the lives of students at the college. She is often innovative in her teaching approaches and actively seeks means of improving her teaching effectiveness. Joan tends to be creative, seeking diversity over the comfort and security of routine in her work. Community college teaching is a "calling" and a major source of reward and satisfaction in her life. She describes her own development and professional evolution as a teacher in a positive way and looks forward to continuing with the college.

Faculty member B, Charlie Critic, has been teaching a Midtown Community College for twelve years. He sees his role within the institution as an active one. He continues to look to his job as the area of his life that should or could satisfy important needs for achievement and recognition. He has a high energy level, is a creative individual, and has strong needs for challenge, diversity and variety in his work. He also has high expectations of himself and of his students, and is less willing to compromise in these respects than other faculty at his institution. Emphasis on academic standards and achievements is an attitude he brings to his work with students.

However, Charlie also fits the description of a "burned out" teacher. Aware of the discrepancies between his expectations and the realities of a community college, he has become dissillusioned, cynical, and often critical of the community college, his peers, the administration or students. In his role as activist or change agent within the institution, he is often seen as a trouble-maker, misfit or malcontent. He is a vocal critic, still seeking ways to change those aspects of the system incompatible with his own ideals or needs. Charlie often complains of a lack of meaning in the work he does. His failure to receive institutional recognition and reward for his efforts, and his inability to accept the routine and "narrow" aspect of his community college teaching role contribute to his discontent. He also occasionally expresses a desire to leave the community college and find more satisfying work. He feels bored, trapped or "stuck" in his present position, however, job market and financial considerations, family/community ties, and a lack of credentials restrict his professional mobility.

Faculty member C, Dorothy Drop-out, has been teaching at Midtown Community College for thirteen years. She has given up any attempt to create a match between her needs and the job or institution where she works. She is dissatisfied with many aspects of her job situation and has come to accept this reality. However, she is not only dissillusioned, but defeated, and has consequently detached herself psychologically from her work situation. She has re-directed her time, attention, and energy into other activities or areas of her life more able to provide satisfaction of important needs. Dorothy's comments about her community college peers, students, or administrators are often bitter and blaming. She is also a critic and complainer, but no longer believes that anything she can say or do will make a difference. Consequently, she puts minimal effort into teaching, spends as little time on campus as necessary, and participates minimally, if at all, in college activities outside of teaching her classes each day.

She has been described as a psychological drop-out, isolated from her community college colleagues and feeling little commitment or enthusiasm for her role as a community college faculty member. Satisfaction is derived from other professional or personal activities. The community college is seen as an undemanding and secure means of assuring a basic income. Dorothy sees herself as merely "putting in time" until retirement, having invested too much with the institution and position to leave at this point in her career.

Faculty member D, Carl Clock-puncher, has been teaching at Midtown Community College for fifteen years. He claims to be quite satisfied with his job. He is comfortable in his work role, enjoys what he does, and has come to terms with the limitations of his job. He describes himself as having "mellowed" in his expectations of students and in the way he performs his teaching, having adjusted to the realities of a community college environment. Having mastered his job long ago, he is now "coasting," generally satisfied with his work, the students, and the institution. Any conflict or dissatisfaction is minimized ("No job is perfect"). However, Carl's satisfaction with the job is not primarily because of intrinsic satisfaction from the work itself (although this is not entirely absent), but because it allows him to do other, more interesting things outside the community college and to satisfy important needs elsewhere. Accepting that his community college teaching role will not satisfy many of his needs, he has adopted a functional or instrumental attitude toward his work. It is a means to an end, a meal ticket, which enables him to pursue other activities of interest in his profession, community, and family.

He has experienced a significant shift of priorities since beginning the job in which life interests provide challenge and satisfaction and receive his attention, interest, and energy. He does not dislike his community college teaching work, and has no desire to leave the college, but simply acknowledges that other things in his life are more important than his job and that these things will receive any extra time and effort, rather than job-related activities.

FACULTY JOB INVOLVEMENT

Each of the faculty profiles presented above summarizes one of the four types of faculty job involvement response patterns identified in research recently conducted on job attitudes and behaviors of community college faculty who have taught for ten or more years in the same college. Thirty-four long-term community college faculty members who had been employed in the same job at the same college for ten years or more were interviewed in order to determine why some faculty remain highly interested in and committed to their work as community college teachers over the years, while others lose enthusiasm, withdraw, or redirect their energies into other, non-job areas.

Concerns about loss of job interest and motivation among long-term faculty have been expressed by other writers and researchers who referred to the "reclusive complex" (Cohen & Brawer, 1977), "the deadwood process" (Katz, 1962), or "insulated" faculty (Brookes, 1980). These concerns were based on a recognition that continuing involvement of faculty with their work as teachers in the community college is essential in maintaining the quality of education provided by the college. The negative job attitudes of faculty members who become bored, stagnant, or less interested in their work as community college teachers as they continue in the same job year after year can have undesirable consequences for students, program and instructional quality, and institutional vitality by limiting the amount of energy such faculty are willing to devote to improvement of the teaching/learning process.

In this research, which examined community college faculty work attitudes and behaviors over time, one theme which seemed to recur in the interviews with long-term community college faculty as they spoke about their work in the community college was that of boredom or "being in a rut," and the various sources of stimulation or diversity provided by the job or created by faculty to counter this sense of stagnation. In attempting to understand the various patterns of accommodation summarized by the four profiles presented earlier, the concept of "routinization" emerged as important. Faculty reactions to the level of routineness in their jobs over time was seen as a key factor in understanding those faculty attitudes and behavior observed in this research. It became clear that one of the basic social-psychological problems faced by many faculty who remained for an extended time in the same job at the same college was how to adapt to the increasing routinization of their work at the college.

THE CONCEPT OF ROUTINIZATION

The concept of routinization in work tasks or "role routinization" among community college faculty was identified in earlier research by Friedman (1967) who studied career stages and organizational role factors related to decisions of three types of junior college faculty to remain in or to leave their jobs. He found role routinization to coincide with "full acceptance of the organization and one's permanent place in it" (p. 241) and concluded that "by the time an incumbent completed ten years in the organization, he had usually become highly and affirmatively 'community localized' and 'role routinized'" (p. 245). Friedman described role routinization as a process whereby "the various aspects of an incumbent's daily, weekly, and yearly activities mesh into a comfortable, established, recurring life pattern of work and non-work activities" (p. 241).

The job dimension "variety" was identified by Hackman and Oldham (1975) in their work on job motivation. They defined it as "the degree to which a job requires a variety of different activities in carrying out the work, which involve the use of a number of different skills and talents of the employee" (p. 161). Opportunity for variety was thought to contribute to a sense of meaningfulness in the work role.

WORK ROLE ROUTINIZATION IN COMMUNITY COLLEGE TEACHING JOBS

"Work role routinization" is a process whereby the various aspects of a worker's daily, weekly, and yearly job activities are reduced to an unvarying, established, recurring pattern. This can occur in relation to two different aspects of work, the *tasks or activities* of the work itself, or the *abilities or skills* required of the worker to accomplish the tasks. Most jobs have a tendency to

become routine over time. The degree and type of routineness and the rate of routinization will vary depending on the nature and structure of the work itself, but the process of routinization is one that tends to occur to some degree in any job that involves repetition of tasks on an hourly, daily, weekly, monthly, or yearly basis. Community college teaching is no exception. Because of the schedule of classes and academic year calendar, teaching involves tasks that must be repeated (albeit with different audiences), and a pattern of established work activities dictated by the semester and academic year calendar. One can expect that, because of the institutional structure, academic work generally has a high degree of repetition and regularity of activity which exists at the outset for all faculty members.

The actual degree of routineness within a specific teaching job, however, will depend on certain other factors which can offset or balance this tendency toward routinization found in most academic work. The existence of these other factors or sources of diversity will determine the overall routinization potential of any teaching job. The *routine vs. variety* dimension of a job is important because it determines the potential of that job to satisfy faculty needs for achievement and mastery; challenge and growth; a sense of accomplishment, meaning and purpose; and change, variety, and creativity. At the same time, individual faculty members will vary in the strength and importance of each of those need areas in their lives, and in their expectation of fulfilling the needs through their work as a community college teacher.

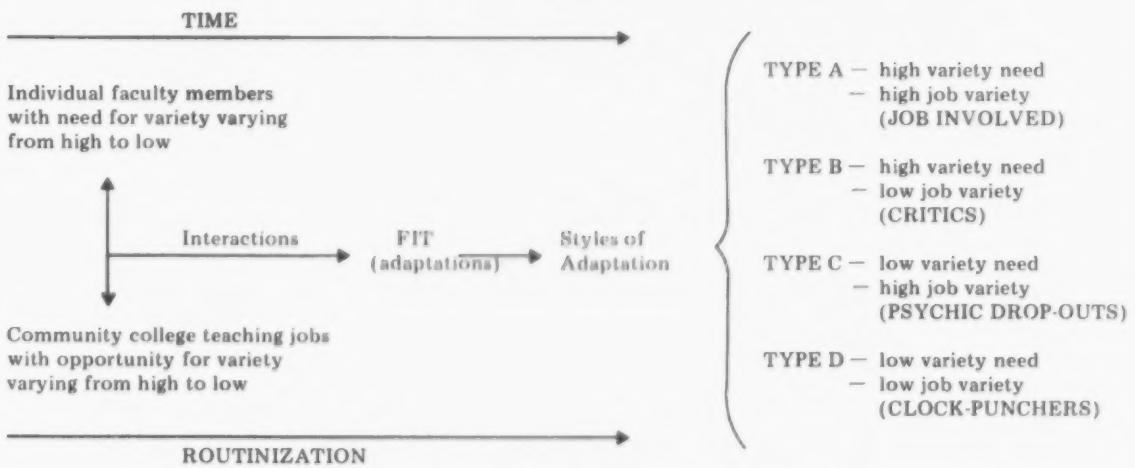
The theory of adaptation to work role routinization generated by this research explains the various types of faculty adaptation to their work situations over time as an outcome or function of the interaction of "fit" achieved between individual faculty members varying in their need for variety, and jobs varying in their potential for routineness. Figure 1 is used to illustrate the relations among these factors.

AREAS OF ROUTINIZATION IN COMMUNITY COLLEGE TEACHING

Routinization as used in this research is the process whereby various aspects of a job become increasingly routine, that is, characterized by repetition, patterning, and sameness or similarity in tasks or in the skills used to carry out the job activities. Routinization can occur in relation to (a) *teaching content:* what is being taught in each of the courses of a faculty member's load, (b) *teaching schedule/load:* the types of courses or other instructional responsibilities that constitute a faculty work schedule each semester, (c) *teaching process:* how instruction is carried out in courses, the methods of presentation of content, (d) *professional role identity:* the pattern and type of professional activities and relationships that constitute the work life and influence professional identity, and (e) *clientele:* interactions and relationships with the recipients of teaching efforts, i.e., the students.

Routinization results from both the lack of opportunity for variety or the routine intrinsic in the nature or structure of the work itself (job

Figure 1


TIME
Individual faculty members with need for variety varying from high to low
Interactions
FIT (adaptations)
Styles of Adaptation
Community college teaching jobs with opportunity for variety varying from high to low
ROUTINIZATION
TYPE A — high variety need — high job variety (JOB INVOLVED)
TYPE B — high variety need — low job variety (CRITICS)
TYPE C — low variety need — high job variety (PSYCHIC DROP-OUTS)
TYPE D — low variety need — low job variety (CLOCK-PUNCHERS)

characteristic), as well as from a lack of faculty effort to introduce or seek means of creating diversity, i.e., accepting a high degree of routine, rather than attempting to maintain or increase the degree of variety in their work (faculty response). Both the elements of *opportunity*, determined by characteristics of the job, and of *effort*, determined by faculty desire for variety and change are a part of the concept of routinization of the work role among faculty.

FACULTY ADAPTATION TO WORK ROLE ROUTINIZATION

The four faculty job involvement profiles presented earlier describe some of the outcomes of remaining in a job over time. These adaptive responses involving faculty attitudes, feelings, and behaviors illustrate the various styles of faculty adaptation to work role routinization. The routineness vs. variety dimension of a community college teacher job or its various components will determine the potential for routinization in the work itself, a characteristic of the job. Adaptation is an outcome of the interaction of individual faculty members with the opportunity for or constraints on diversity inherent in the work itself. In addition to variation due to the nature of the work, individual faculty also vary in their need, desire, or tolerance for various levels of routine in their work.

An individual faculty member's need for variety determines the degree of effort exerted to seek or create diversity (i.e., resist routinization) on a job. Characteristics of the job and structural factors related to the institution determine the opportunity for variety or level of routine within the job. Both of these variables contribute to the process of routinization, its rate, onset, and the area(s) of work involved. As routinization occurs over time, and work becomes increasingly characterized by repetition, patterning, and sameness, faculty attitudes and behaviors are shaped by their response to this aspect of their work. Variation in job involvement of faculty over time is a function of the interaction of individual need for variety (change, challenge, meaning) and the characteristics of a job which determine the degree of routine in various areas of faculty work.

JOB INVOLVEMENT PATTERNS OF COMMUNITY COLLEGE FACULTY

The concept of adaptation to work role routinization can be helpful in understanding various patterns of faculty response to this dimension of their work in the community college. Four different patterns of response to routinization can be identified. Response pattern A includes faculty members who have high needs for variety and whose job allows them to satisfy many of these needs through their work as a community college teacher. These faculty identify strongly with their work role, find continuing challenge and meaning in their work, and are involved to a high degree in one or more areas of their work role.

Response pattern B includes faculty who have high needs for variety in their work, but whose jobs do not provide adequate sources of diversity through the work itself. The continued frustration of these needs can result in an instrumental orientation toward the job, where work becomes a means to other ends, and energies are redirected into other more interesting activities. Change and challenge are sought outside the job. There may, however, be a continuing desire to reshape aspects of the job or institution so that it better meets needs for variety. Criticism of the work role, institution, students, or peers may be a result of this disillusionment with work that does not meet expectations.

Response pattern C includes faculty with a low need for variety who find themselves in jobs with a high degree of change and challenge potential. The response in these cases is to isolate themselves from other faculty or from the activities of the department or institution, and thereby reduce the level of stimulation through minimizing efforts and interactions on the job. Routine is deliberately introduced into work as a means of reducing job demands and limiting the amount of involvement with any aspect of work.

Response pattern D includes faculty who desire little variety in their work at the community college and whose job accommodates this need. Identification with work role is minimal and work is neither expected nor desired to be challenging. Variety and meaning is found in other non-work activities. The high degree of routine found on the job is valued because it allows the pursuit of other interests with minimal investment in the work role. Boredom on the job is compensated for by challenges in other areas.

IMPLICATIONS FOR STAFF DEVELOPMENT

Adaptation is a matching process, arriving at a "fit" between the individual and the job, reconciling discrepancies between individual needs and the constraints resulting from the nature or characteristics of the work itself. Staff development

efforts based on an awareness of job and individual factors that facilitate or impede continuing job involvement by faculty members can promote a more positive adaptation to work role routinization among long term faculty as a priority in programming. Several conditions need to be met to promote this adaptation.

1. Accurate assessments both of individual faculty member characteristics and of selected characteristics of the institution must be developed and used in identifying intervention and change efforts with faculty members or the institution.

2. Some degree of control, either by faculty or by administrators, must exist in the areas of teaching content, teaching schedule/load, teaching process, professional activities, and interaction relationships with students.

3. Flexibility within factors controlling levels of routinization in teaching jobs must be possible, and efforts by faculty to make positive adaptive responses should be recognized, encouraged, and rewarded.

Staff development efforts to promote positive adaptations to work role routinization may be most effective when they utilize rational, data-based, continuous feedback systems. Opportunities for this may be structured as part of ongoing, formative faculty and program evaluation designs at an institution. Or it may be incorporated into less formal interactions related to the routine bureaucratic decisions on course scheduling, faculty loading, curriculum development, committee assignments, or special projects involving faculty time.

Faculty whose adaptations to their work role has resulted in a lessening of job involvement seem to have arrived at this point by rational (although occasionally defensive) reactions to the work conditions associated with community college teaching. Information about themselves from a job involvement perspective and clear alternatives offered by the institution seems most likely to attract the long term teacher to self change. Some of these alternatives might include:

1. clarification and possible expansion of the community college faculty role and work norms within an institution,

2. identification and recognition of faculty contributions beyond the norm in teaching as well as in other professional areas,

3. assistance with development of yearly individual faculty growth plans tied to institutional goals, and

4. acceptance of standards of excellence in teaching developed by faculty as a group and used as the basis for recognition and reward of extra effort in the classroom.

In working with long-term community college faculty, individual strengths and limitations, a diversity of interests and varying sources of professional stimulation, challenge and creative outlets must be taken into consideration when planning for ongoing faculty renewal.

The assumption that greater job involvement through more appropriate adaptations to work role routinization leads to the most effective teaching-learning climate seems justified. Even if it might be questioned, the logic that individual decisions to be job involved or not to be should rest with the individual faculty member seems ethically appropriate and therefore argues for rational feedback systems to form a basis for faculty decisions about their jobs.

Stagnation as an outcome of faculty remaining in the same job for ten years or more is not inevitable. Identifying means of introducing or encouraging diversity in faculty work tasks and the skills used to accomplish them, variety in the frequency and type of teaching opportunities, and an expanded definition of the role of community college faculty that provides rewards for a broader range of professional accomplishments can go a long way toward minimizing the negative effects of routinization within community college teaching.

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Ethical Considerations in Professional Development

Part Two:

A CASE ANALYSIS TOOL

The authors present a tool for analyzing difficult consultation situations which have potential ethical conflicts. Suggestions are given about how to spot trouble points and ways of making these difficult choices.

By KAREN E. WATKINS and MARILLA D. SVINICKI

THE INDIVIDUAL PROFESSIONAL developer is often left on his or her own to struggle with the ethical dilemmas which arise from the primordial soup of professional development. This is partially because the profession is so new that no "common law" practices have developed and partially because there has been no conscious effort to develop guidelines by the profession.* This discussion is aimed at identifying some potential techniques for helping the individual make the more difficult decisions he or she might face involving ethical issues.

AN OVERVIEW OF THE DECISION PROCESS

Decision-making in the realm of ethics is not all that far removed from the decision process for any other area, at least in the initial steps. The process must begin with an analysis of the situation. (See Figure 1.) The main problem in this step is getting a thorough analysis which is uninfluenced (or at least minimally influenced) by the decision-maker.

*Part One of this set of articles dealt with this issue and was published in the Summer issue of this journal.

AN ANALYSIS GRID

One thing that can help is to have an analysis worked out before the actual problem arises so that the analysis and the decisions which stem from it won't be as influenced by the passions of the moment. One tool for accomplishing this is shown in Figure 2.

Figure 1

THE DECISION PROCESS

Break the situation into components with the analysis grid.

Identify conflicting squares on the grid.

Brainstorm alternative solutions.

Analyze the consequences of the solutions with the alternatives grid.

Put alternatives in priority order.

Work out final solution with interested parties.

Figure 2

AN ANALYSIS GRID FOR SPOTTING POTENTIAL PROBLEMS

From the Perspective of:

Participants / Considerations	Consultant	Primary Client (e.g. faculty member)	Students	Institution	Other
Describe the situation.					
List immediate and long range goals.					
Describe any decisions to be made.					
List relevant values.	1	2			
List relevant rights.		3	4		
List relevant responsibilities.		5			
Other considerations.					

Since the stuff of our decisions will be the effects of human interactions, we can borrow heavily from communication theory and counseling theory and say that interactions are a function of the interactants. Therefore to understand the interactions, we must understand the interactants. First we need a set of reminders about who the possible *participants* are. Since the participants differ with the situation and setting, the only consistent column will be that of the consultant. The remaining columns should be labeled to fit the current situation. With most academic situations the other columns will include the students, the faculty peers, the institution and so on. The important contribution of setting the problem up this way is that it helps us to remember the needs of all the participating subgroups when a decision is made. Even more important is the realization that one of the participants in every situation is the consultant. It is easy to forget that our own values and prejudices play as great a role in ethical decision situations as those of the principal parties.

Next we need a set of reminders about what *considerations* may be important in arriving at a decision. These run down the side of the grid and include such things as particular views of the situation, goals, perceived rights and responsibilities and so on. The crucial thing for the decision-maker here is to recognize that different participants may have different views and goals and that all participants have certain rights and responsibilities and values which should be considered.

The *analysis* of the problem involves filling as many squares on the grid as possible so that the decision-maker has a clearer picture of the situation as viewed by all those involved. When serving as the decision-making consultant, you should begin with your own column and work to the right since yours will be the most complete and the others may be derived at least partially from the issues you identify as important. Not all squares may be relevant to all decisions and there may be other factors which have been omitted, but the process of performing a dispassionate analysis is the first step to making a sound decision.

Once the grid is as complete as possible, scan it for *conflicts* between participants' columns or between squares in an individual's column. These conflicts will be the foci of potential dilemmas. For example, if the consultant's values square (number 1 in the figure) contains a statement endorsing full disclosure to students of all evalua-

tion information, but the client's square (2) shows a strong value for making students engage in discovery for themselves, the two individuals may have an ethical conflict when it comes to designing evaluations. Or if the client's rights square (3) contains a statement about the instructor's ultimate right to make policy and the students' square (4) have a statement about rights to information, a potential conflict exists, possibly not one of an ethical nature but certainly one which will require negotiation. Or if within the client's values square (2) there is a statement about maintaining a helping relationship with students while in the responsibilities square (5) there is one on upholding departmental policies and standards, the client may be headed for an internal conflict.

AN ALTERNATIVES GRID

Now comes the creative part. Putting the analysis grid aside temporarily, brainstorm alternative solutions to the points of potential conflict just highlighted, particularly to the most immediately demanding ones. All the rules of brainstorming should apply: no judgments, any solution is thinkable, no constraints, and so on. In addition, consider extreme viewpoints (e.g. only students will vote on policy), multiple viewpoints (e.g. the perspective of the discipline, future students, alumni, etc.), and the possibility of nested conflicts (i.e. a conflict whose resolution creates new conflicts). Then all really bizarre or totally unworkable solutions are screened out, leaving several feasible ones in place.

Having identified a number of alternatives, you next examine the consequences of each one. Figure 3 presents a model for evaluating each option in terms of the effects it would have on each participant. This step is an important precursor for making the final decision. Before action choices can be made, you must know how all involved parties will be affected.

THE DECISION

After measuring the alternatives against their impacts, you should have a small number of acceptable alternatives which can be implemented. Sometimes no clear choices can be made, at which point the problem becomes one of dealing with the internal conflicts which occur when an ethical dilemma cannot be satisfactorily resolved. For instance, if the dilemma arises because an administrative unit has required the faculty to fill out grade justification reports and the faculty members refuse because they feel it infringes on their academic freedom, a consultant's task may be to help the faculty face up to the consequences of their decision and help the administration deal with their own reaction to the refusal.

For a more complete example of the process, consider the following situation as depicted in Figures 4 and 5. In this case an instructor's grading conflict with the students is complicated by the fact that his wife is the department chair. Clearly this is more than a conflict in values. It is a conflict among several competing value questions. What is a *rigorous* grading standard? Should

Figure 3
AN ALTERNATIVES GRID FOR ASSESSING CONSEQUENCES

	Probable impact on:				
Alternative actions	Consultant	Primary Client	Students	Institution	Other
Do nothing.					
1.					
2.					
Etc.					

students be caught between a husband and wife in an academic appeal process? What is the appropriate arena for making grading decisions? In the complexity of interpersonal helping relationships, such competing and overlapping dilemmas are common.

In this instance, at least two of the alternatives appear to have the potential for satisfying most of the primary individuals (options 1 and 4). Yet these two options raise serious questions about the nature of academic autonomy. The reader will recognize each option as an alternative elected by some departments. It is the priority one places on the implicit values represented in each option which is critical here.

Figure 6 shows how each option's values might be rated by a consultant and thus influence the actions taken. Many other alternatives are also possible here, but these are more common and illustrate the use of this decision process to clarify value conflicts. Through this priority ranking, a *sequence* of decisions might be made. In other words, the consultant might elect to work with the faculty member to help him resolve the dispute with the students amicably, then work with the department to develop consensus on grading standards, and, finally, work with the dean to establish an appeal process through a committee that has fluctuating membership—or some similar process.

Figure 4

AN ANALYSIS GRID FOR SPOTTING POTENTIAL PROBLEMS

Participants / Considerations	Consultant	Primary Client (e.g. faculty member)	Students	Institution	Spouse
Describe the situation.	I have been asked to intercede in a department where the department chair's spouse is causing conflicts for students over grades.	Students are harassing him unfairly because they dislike the department chair's stance on grading.	They feel the teacher is too rigorous but can't go to department head who is his wife.	Institutional policy limits employment in same department of spouses. These two were married after receiving tenure.	She *knows* her spouse is a good teacher and fair with students in her opinion.
List immediate and long range goals.	Immediate goal is to resolve this conflict. Long range goal is to set process in motion for long term resolution of this issue.	Immediate goal is to resolve conflict with these students. Long range goal is to protect standards and his position.	Immediate goal is to get action on unfair grades. Long range goal is high quality education.	Immediate goal is to determine accuracy of student complaints. Long range goal is to get department grading standard and resolve nepotism issue.	Immediate goal is to resolve dispute. Long range is to protect quality of department.
Describe any decisions to be made.	1st—how to handle this student issue. 2nd—what to do to mediate between spouses.	same	Resolution of this grade dispute.	Same plus possible revision of nepotism policy.	Same plus possible setting up of process to determine department grading policy.
List relevant values.	*Do no harm. *Act in best developmental interests of client. *Act in best interests of institution.	*Academic Freedom *Discipline integrity *Personal competence	*Fair treatment	*Academic Freedom *Protect institutional quality.	*Academic Freedom *Loyalty
List relevant rights.	*Right to refuse request *Right to information needed *Right to recommend procedures	*Right to set course standards	*Right of appeal	*Right to arbitrate *Right to set policy	*Right to support spouse
List relevant responsibilities.		Responsibility to seek fair resolution. "Responsibility" to spouse to do "well"	Responsibility to accept decisions of authorities	Responsibility to make best decision to protect long-term academic quality of institution and the individuals.	Responsibility to department to treat spouse as would anyone else. Responsibility to spouse to be supportive.
Other considerations		Credibility with colleagues threatened			Possible threat to image/integrity in department, threat to free flow of information—will peers share their opinions honestly

Figure 5

AN ALTERNATIVES GRID FOR ASSESSING CONSEQUENCES

Alternative actions	Probable impact on: Consultant	Primary Client	Students	Institution	Spouse
Do nothing.	None—though issue may recur again and again.	Doubt may persist about his grading standards.	They lose.	No short term damage. Long term—some questions about academic quality may persist.	No immediate damage Long term—may signal favoritism to colleagues.
1. Set up objective external evaluation review process by peers.	Establishes a dialogue process for department to see how standards differ.	May be perceived as a threat to academic freedom—could be seen as confirming by peers	They are reassured of the fairness of their grades.	A defensible academic solution	Possibly seen as disloyalty to spouse
2. Get department to adopt and publish a grading policy all agree to.	Will establish a developmental process for dept.—requires broad participation.	Not likely to help with *this* issue	Not likely to occur in time to help this group	An academic solution —although it may not deal well with specific cases.	A good compromise, department takes responsibility for rigor.
3. Have Dean meet with faculty member and students and decide.	None—takes it out of his/her hands	Threat to academic freedom/credibility	May be reassured of grade or may feel Dean sided with faculty member	An hierarchical solution to an academic issue	Will feel put down A threat to her competence
4. Refer back to faculty member to review/reconsider/defend with students.	A chance to work with client to help articulate evaluation criteria for students	May not help with peer credibility. A chance to maintain sense of personal integrity and set own standards	May feel ignored. If standard unclear may feel cheated, tricked	Keeps grading decisions at appropriate level if it resolves the issue.	Preferred solution—if it resolves the issue—preserves colleague relationship

IN SUMMARY

The process outlined in this paper may seem to be a time-consuming and difficult one, especially for those just getting started in the field. As with all new skills, it takes a while for the process to become automatic. We believe that with continued use, the activities outlined in the process will become second nature and will begin to be performed simultaneously with the consultation process. Unfortunately, there is no better way of producing this automatic response than by practice and repetition, so we encourage you not to be discouraged if at first the process does not go smoothly. We offer it only as a stimulus to your thinking, not a panacea from which no deviations are permitted.

This analysis cannot resolve all the conflicts that confront consultants, but it can help make clear what some of the underlying problems are and therefore make choosing an alternative easier. Consultants may have to struggle with their own internal conflicts when dilemmas cannot be resolved to everyone's satisfaction, yet this may be the most important thing to realize in dealing with ethical dilemmas, that their very nature often means that someone will be disappointed. Hopefully, however, the careful analysis of a situation minimizes the disappointment, bringing "the greatest good to the greatest number."

Figure 6

A VALUES GRID FOR COMPARING OPTIONS

OPTION	IMPLICIT VALUE(S)	PRIORITY/ IMPORTANCE
1	FAIRNESS ...A consensus of the department on this specific incident.	2
2	FAIRNESS ...Consistency with a department-wide policy/ standard	3
3	FAIRNESS ...Decision by impartial outsider.	4
4	FAIRNESS ...Mutual agreement among primary parties	1

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Community College Staff and Program Development:

A Model for Effective Implementation of Change

The Concerns-Based Adoption Model offers a tool with which to work with individual faculty members for the purposes of positively affecting change within the entire organization.

By JEFFREY A. CANTOR

Staff and program development (SPD) officers in the community college are faced with the task of assisting the faculty and administration in keeping technically abreast of state-of-the-art changes within their respective disciplines as well as in educational technology. Often these changes in teaching methodology are imposed on the institution from outside, (i.e.: the central office) with little or no input or feedback from the professional ranks. Nevertheless, it is the SPD professional with whom the responsibility rests to "implement the change."

Effecting external change on organizations is a very difficult task. Most of the research literature in the field of change and organizational development have focused upon the organization as a whole rather than the individual within the organization (Chin, 1967; Guba, 1968; Hersey and Blanchard, 1969; Rogers and Shoemaker, 1971; Havelock, 1973; Dulaney, 1981). As such, the SPD professional utilizing those models finds that the task requires oneself to "juggle numerous variables" in an attempt to maintain equilibrium within the organization and still move in the direction of the desired change. We are all familiar with these variables, often political in nature. "That idea comes from Dean X! He is not going to dictate curriculum to my people; he's in charge of planning and administration!" Often the protagonist is at a higher political level. "State Director Y is at it again! Don't those state bureaucrats have anything else to do but come up with these idiotic ideas!" Nevertheless, it is the SPD professional who must effect the installation of the change. Therefore, the question continues to arise as to what tool best serves the SPD professional in effecting the desired outcomes.

Recent literature has been surfacing which indicates that the most successful approaches to installation of change in staff and professional development within an organization is best effected at the level of the individual user rather than at the level of the organization (Hall, 1978). These studies have described The Concerns-Based Adoption Model, developed by Hall (1973), which promotes a theory of change from the standpoint of the individual user. This author has utilized and demonstrated the effectiveness of the CBAM as a tool to assist in the installation of curriculum change in community college programs (Cantor, 1982). The focus of the remainder of this paper will be to describe the Concerns-Based Adoption Model (CBAM) and how, as a theory, it can serve to effect more positive results for the SPD professional.

THE CONCERNS-BASED ADOPTION MODEL

The Concerns-Based Adoption Model (CBAM) as conceived by Hall (1973) describes an individual's behavior from the standpoint of the individual. Change, as a concept, is a complicated process. Until the advent of CBAM, a logical, practical and concise approach to the description and implementation of change did not exist. This model is unique in that it approaches change from the standpoint of the behavior of the individual. The model conceptualizes change as a process and not an event. As a highly personal process, the model describes change as having to be accomplished by individuals and not institutions. It views change as a developmental growth process which manifests itself as an alteration in human behavior in both feeling about, and skills in using new concepts, ideas, processes, etc.

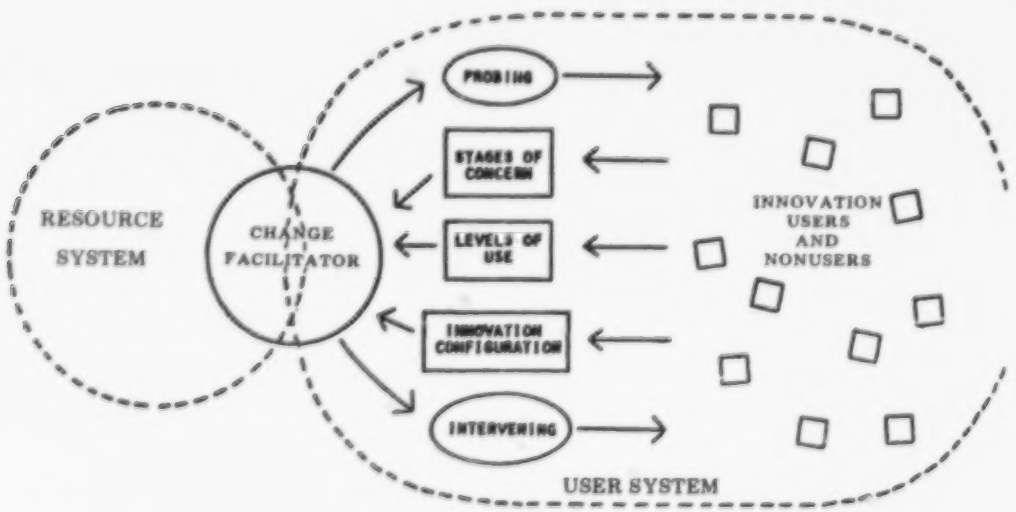
The CBAM is described as in three dimensions (Figure 1). Each dimension has a data collection tool with which to collect empirical evidence suitable for formative evaluation analysis. These dimensions can be utilized individually or collectively to describe individual user behavior with reference to particular change(s). The three dimensions are Stages of Concern (SoC), Levels of Use (LoU) and Innovation Configurations. The Stages of Concern dimension aids the SPD professional in determining expressed concerns of the user with reference to the change in question. The Stages of Concern dimension is categorized into seven stages, ranging from awareness, informational, and personal, to management, consequence, collaboration, and refocusing concerns. SoC is conceptualized as a developmental behavioral progression through which a person will pass in the the institutionalization of a change in environment.

THE SoC DIMENSION

The SoC dimension or Stages of Concern About the Innovation (Hall and Loucks, 1977) provides a diagnostic base for identifying individual professors' concerns about an innovation or change and for delivering "personalized" SPD activity. As a result of the SPD professional's analysis of the stages of concern of the targeted staff, relevant and personal activity relating to the change and its' further use can be designed and put into practice. It is reasonable to expect that the activities which are targeted to the expressed concerns of the faculty are viewed as meaningful by the faculty.

Before elaborating on the actual use of the SoC dimension, a brief discourse on the concept of concerns might be useful. Hall and Loucks (1977) describe a concern as a composite representation of the feelings, preoccupations, thought and consideration given to a particular innovation or

FIGURE 1
The Concerns-Based Adoption Model



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Research and Development Center for Teacher Education
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change. We each perceive innovations or change differently depending on our backgrounds and experience, personality, etc. Within an organization, each individual brings a different set of credentials to bear on a problem, different experiences, views, preparation, etc. As a result, the potential barriers to the acceptance of the innovation or change will be different.

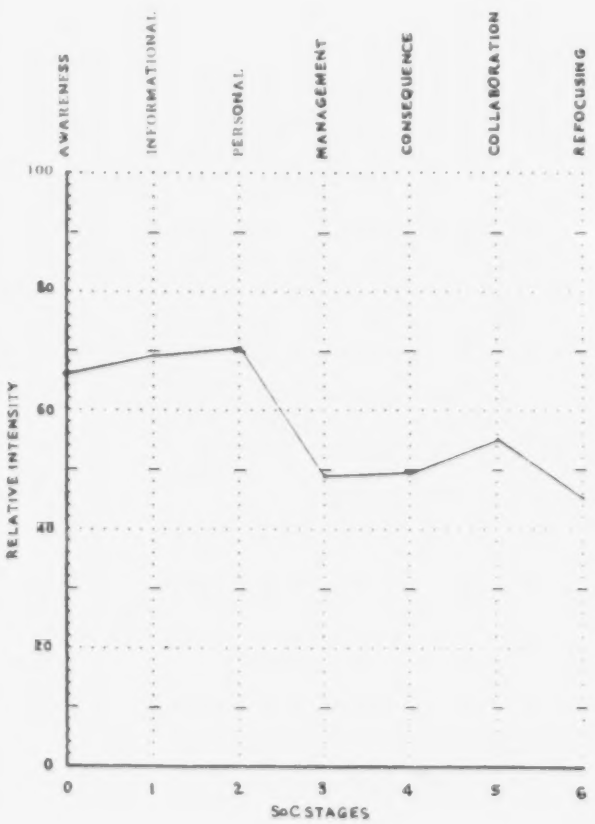
An Individual will respond differently to the proposed change depending on where and how close that individual is to the proposed change. The mental activity (i.e. questioning, analyzing, selecting possible alternative changes, etc.) will vary. All of these interactions will form a degree of concern. The SoC measures this degree of concern in intensity.

In use, an SPD professional would administer a 35 item likert-type questionnaire to an individual user to ascertain that user's SoC with reference to a particular change or innovation. Scoring of this Stage of Concern Questionnaire (SoCQ) can be accomplished either manually utilizing a Quick Scoring Device (Hall, George and Rutherford, 1977), or electronically utilizing a Fortran computer program. Either model yields a SoC Profile (Figure 2) for the individual user. This profile graphically displays the individual's SoC across the seven defined stages of concern based on an established relative intensity of concern scale. This data can then be compiled by individual user measurement at various time intervals over a treatment period (pre and posttests), or for composite displays of subgroups of users. In the case of Figure 2, a composite SoC profile is prepared to graphically display a group of instructors of automechanics in the community colleges in the state of Florida who were participating in a curriculum project (Cantor, 1982). At the time of the administration of the SoCQ to this population subsample, as illustrated in this composite profile, the overall high SoC for the subsample was high personal (stage 2) concerns. Typical concerns at stage 2 would be expressed by participant questions such as "how would this project affect me personally as an instructor?" Accordingly, the SPD professional acting as a change agent would use this information to devise intervention strategies to assist the users to overcome personal concerns about the curriculum project (innovation or change in this example) and move forward on the developmental continuum towards the next stage, management concerns—concerns about how they could effectively implement the project into their daily operations as automechanics instructors. Hence, the SoC dimension would provide the data-based information upon which the SPD professional could act as a change agent to devise strategies to assist in the further illustration of the desired behavioral change(s).

THE LoU DIMENSION

The second dimension of the CBAM, Levels of Use of the Innovation provides additional information respective to how the faculty are utilizing the innovation or change. As the SPD professional interacts with the faculty, an identification of their expressed concerns is made. At the same time the SPD professional can determine their expressed levels of use of the innovation. For each component of change or innovation there are definable and observable differences in ways that the innovation is used by those individuals associated with it. These differences

FIGURE 2
Composite SoC Profile For All Subjects In Study



can then be categorized into a hierarchial scale which Hall calls "Levels of Use." Six levels of use and one absense of use level have been defined. The levels and accompanying scale points were derived from anaylsis of the firsthand experiences of the researchers on the CBAM project.

Levels of use of the innovation describes the behavior of individuals as they become more familar with and more skilled in using the innovation. The eight identified Levels of Use focus on behavior that is characteristic of the innovation user at a particular stage of development. The procedure chosen to measure the individual's LoU is the focused interview. This less structured interview will allow for standardization of meaning rather than relying on words to mean the same thing to each interviewer (Loucks, Newlove and Hall, 1975). The levels of use interview procedure uses a branching format with specific questions and follow-up probes. The interview would take approximately 20 minutes and would appear in a casual conversation about what the interviewee is doing in relationship to the innovation.

To illustrate LoU data usage, Table 1 displays LoU data collected for the sample of automechanics instructors under study in a curriculum innovation project. This data was collected via the LoU focused interview technique utilizing an LoU scoring sheet and scored according to the CBAM LoU procedures. An overall LoU score was assigned to the predetermined subsample categories. In this study this data was then analyzed to determine the overall levels of use of each of the subsample groups as well as to analyze and plan appropriate intervention strategies for each subject user.

A relationship exists between SoC and LoU which is useful for the SPD professional to comprehend. Hall and Loucks (1977), believe that concerns can be categorized as to kind. Early on, the intensity of self-oriented concerns is much greater than task and impact concerns. As the individual user has early more intense self-related questions resolved and gets more deeply involved into using the innovation or change, the intensity of innovation use (task) and result (impact) concerns increase. Thus the subject's use of innovation will progress towards more sophisticated levels, and SoC should progress towards refocusing (stage 6) concerns. The knowledgeable SPD professional acting as a change agent would anticipate

TABLE 1
Level of Use Rating for Study Subjects

Subject	LoU Category							
	Knowledge	Acq. Info	Share	Assess	Plan	Stat Report	Perform	Overall LoU
A-1	I	II	III	II	0	I	I	I
A-3	I	IVA	III	III	III	IVA	III	III
B-1	II	0	0	III	III	IVA	II	III
C-2	II	I	0	0	0	III	I	I
C-4	I	0	0	0	0	0	0	0
D-1	III	III	III	II	III	III	III	III
E-1	II	II	II	0	I	I	I	I
F-2	I	I	I	0	0	I	I	I
G-2	I	0	0	0	I	0	0	0
G-3	I	I	I	I	I	I	I	I
I-4	III	I	III	III	III	IVB	II	III
I-5	I	0	I	0	0	I	I	I
I-6	III	I	I	0	0	0	0	0
J-1	I	0	I	0	0	I	0	0
J-3	III	III	III	III	III	III	III	III
K-1	I	I	0	0	0	0	0	0
M-1	0	0	0	0	0	0	0	0

Rating Scale for Categories of LoU

0 = Non-Use	IVA = Routine
I = Orientation	IVB = Refinement
II = Preparation	V = Integration
III = Mechanical Use	VI = Renewal

the next potential problem and personalize the interventions to be the most relevant to current concerns and use and be able to anticipate upcoming concerns and use. As LoU and SoC are the two primary dimensions of the CBAM model, CBAM allows for a certain amount of discrepancy between concerns and use levels. These discrepancies are expected in the adoption process. Optimally SoC will run ahead of LoU.

THE INNOVATION CONFIGURATION(S) DIMENSION

The last and newest CBAM dimension is termed innovation configurations. Innovation configuration or predominant method of incorporation of the innovation into everyday use is a descriptive dimension aimed at tracking the innovation or change through installation at various sites. According to Hall and Loucks, (1978) " . . . a single innovation is seldom operationalized in the same way at different field sites . . . " (p. 8). In order to be able to identify an innovation or change and employ the other two dimension measures to a user, the SPD professional must have a framework for such identification. To do this the SPD professional would develop a set of characteristics of the innovation and then would make use/non-use decisions based on identification of a significant number of components of the innovation. In practice the procedure would involve the determining of components in the innovation: i. e.:

-What would people be doing?

-What are critical components of the innovation?

—What would you observe when the innovation is operational?

At this point the task would be to develop interview questions and a components checklist to assess both innovation use and configurations.

SUMMARY

This article has described the Concerns-Based Adoption Model. The CBAM has proven to be a useful tool for both documenting staff and program development results and for assisting in a more complete installation of desired innovations or changes. The CBAM, as a three-dimensional theory is described as unique in that it approaches change from the standpoint of the individual user rather than from the standpoint of the organization. The SPD professional can utilize the CBAM to assist the efforts at a more complete institutionalization of a given change or innovation through the tailoring of individual intervention strategies to meet individual user concerns at individual user levels of use.

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15 Essential Steps in Implementing Quality Circles

A goal in institutions of higher education is to function in an effective and efficient manner. Staff developers can help to reach such a goal by implementing quality circles to bring about a more productive organization.

By JERRY GILLEY and MICHAEL GALBRAITH

AS REVENUE DOLLARS CONTINUE to decline in institutions of higher education, it becomes increasingly important to identify ways for increasing efficiency and productivity within the organizations. One method that educational institutions have utilized to address this issue is the implementation of a participative administrative tool known as quality circles. The approach has been utilized for physical plant and custodial operations, student union personnel and food service staff, dormitory personnel, and departmental secretarial and general staff.

"A quality circle is a highly structural problem solving model" (Bellanca, 1982, p. 176). This process of solving problems has produced savings in excess of billions of dollars since its inception in 1962. The number of higher education institutions utilizing quality circles is increasing rapidly.

A quality circle can be described as a small group of employees, usually 4 to 12 individuals, who perform similar work tasks. These individuals voluntarily meet on a regular basis to identify and analyze causes of problems in their areas of responsibility; recommend solutions to the identified problems; and implement a course of action, approved by administration, to solve the problems (Oklahoma State University, 1984). This definition illustrates the importance of employee participation in the quality circle process. Alexander (1981) adds that quality circles are designed to develop people at all levels of the organization so they can perform quality work.

However, a major problem in implementing quality circles in organizations has been the lack of a comprehensive assessment and planning process which is, as Yager (1980) and Prout (1982) suggest, the primary cause for quality circle failures. This paper, therefore, provides a step-by-step process for staff developers to follow in implementing a quality circle program in an institution of higher education. Fifteen essential steps are examined.

Step 1: Test the Organization's Climate and Readiness

Quality circles work most effectively when there is a recognized need and desire for participative decision making. An honest evaluation of the organizational climate and a comprehensive needs assessment will assist in determining the readiness of the staff for quality circles in an organization.

A needs assessment process should begin with interviews of administrators to determine what their perceptions are concerning staff development activities. The needs assessment could determine perceived weaknesses of the organization, views about management style, administrators attitudes toward employees, the effectiveness of communication, and techniques used in employee training.

Supervisors and other staff should be included in the needs assessment. Questionnaires and structured interviews can be used to evaluate their attitudes toward work, communication, interpersonal relations, and to assess the climate of the organization. This information can provide evidence and the documentation to determine the need and readiness for a quality circle program.

Step 2: Obtain Top-Level Administrative Support

Once evidence has been gathered which supports the need for quality circles, it is imperative to communicate the idea to someone in a position to exercise change. Top-level administrators retain the decision-making authority in an organization, thus their cooperation is vital.

It is appropriate to select an administrator who is responsible for providing direct services for the institution. An example would be the vice president of student services. This individual is responsible for providing services and should be receptive to a program that will improve the quality and efficiency of those services.

Communicating the advantages and benefits of the quality circle program is essential. A clear and factual description of the efficiency/productivity situation existing within the organization and what could be accomplished through quality circles should be presented. The administrator should realize that quality circles: 1) improve quality and efficiency of operations through employee participation; 2) are programs dedicated to training people in problem analysis; 3) provide revenue savings through a more efficient utilization of both physical and human resources; and 4) emphasize the leadership development of supervisors.

Finally, the administrator should be asked for his or her support of the quality circle program. It is appropriate to provide a tentative time table for the program's implementation.

Step 3: Establish a Steering Committee

The steering committee consists of upper-level administrators and supervisors who represent

departments throughout the institution. Such a steering committee exposes the concept of quality circles to other divisions and departments of the institution.

It is also important to obtain a firm commitment from the administrator who wants to implement a quality circle program. The administrator should assist with the organization of the steering committee and be an active participant in its functions. Appointing several of his associates and providing names of other key individuals in other departments should assist in the formation of the steering committee.

Another way of obtaining names for the steering committee is to establish a referral system whereby new members provide names of others they believe would have an interest in the program. This expedites the development of the steering committee.

A personal letter should be sent to each committee member stating the date of the first meeting and listing the steering committee's responsibilities. Those responsibilities include: 1) establishment of the governing policies for the implementation and operation of quality circles; 2) selecting a facilitator to supervise the implementation of quality circles; 3) monitoring the progress; 4) recommending changes; 5) suggesting ways to improve and expand the program; 6) evaluating the performance of the circles; 7) selecting the pilot test group; and 8) communicating the results to the institution's president and board of directors.

Step 4: Appointing the Quality Circle's Facilitator

The function of the facilitator is to carry out the objectives of the steering committee and to serve as the project manager. Success or failure of the project rests heavily upon the individual the steering committee selects to manage the program. Thus extreme care needs to be exercised in this selection.

The facilitator should possess competencies and skills in interpersonal relations, communications, and dynamics. The ability to deal with ambiguity is essential because this type program is new and, in institutions of higher education, unique. Finally, this person should not be viewed by employees as a "spy" for the administration.

The facilitator is responsible for training group members, group leaders, and administrators of the departments which have incorporated quality circles. In addition, he or she is accountable for: 1) establishing the circles; 2) serving on the steering committee; 3) coordinating the program; 4) maintaining circle records; 5) attending circle meetings; 6) expanding the circle program; 7) recruiting new members; and 8) serving as the organization's spokesperson concerning quality circles.

Training for facilitators can be acquired at a number of available quality circle workshops. These workshops usually comprise three to five days of intensive training in the methodologies of quality circles. For addresses of available quality circle organizations that provide training, contact the authors.

Step 5: Determine a Quality Circle Pilot Group

An organization, before it embarks upon a comprehensive quality circle program, should test its ability to conduct the program by establishing a pilot group. This step provides the opportunity to work out the "kinks" and develop an understanding of quality circles before committing to the entire program. The pilot group provides the steering committee with some evidence that the program can function by improving the efficiency and productivity of the organization.

The steering committee should form the pilot group using the following guidelines. First, the group should be employees of the department or unit represented by the vice president or administrator sponsoring the program. Second, the group should be limited in number to less than 100 employees. Third, one or two quality circles should be formed from the identified group of employees. Fourth, the pilot group should represent the first and second work shifts. This minimizes scheduling conflicts and will increase the circle attendance and participation. Fifth, select a pilot group that seems to be most representative of the individuals that comprise the unit.

Step 6: Select the Group Leader

One of the goals of quality circles is to improve the leadership skills and techniques of participants. Prout (1982) says "supervisors are trained to lead and listen rather than boss their people" (p. 12). Therefore, the group leader should be a supervisor from the circle members' department.

This individual should be appointed by the steering committee and should provide leadership to the quality circle group. To be most effective, the group leader should be someone who works with the employees on a daily basis.

Step 7: Collection of Data

Before the quality circle activities begin, it is important to gather data that represent the

existing situation of the organization. The evaluation criteria should be developed by the steering committee and should include employees' and supervisors' attitudes, current rates of absenteeism, turnovers, grievances and profiles of administrator styles. In addition, the time required by employees to complete tasks as well as performance quality should be evaluated. Such collection of data provides the steering committee with an accurate description of the existing organizational situation.

Step 8: Orientation of Supervisors

Some supervisors fear that a quality circle program will undermine their authority in the workplace. It is therefore important to communicate the philosophy and purpose of quality circles through an orientation session.

The orientation should include all of the supervisors within the department sponsoring the pilot program. Orientation meeting times should be scheduled in order to accommodate all the supervisors. This could mean scheduling sessions in the morning, afternoon, and evening.

The purpose of the orientation is to present the quality circle philosophy, purpose, objectives, and procedures. The development of a slide presentation or a video tape will assist in communicating the activities, philosophy, and purpose of quality circles. A question-and-answer technique should be utilized throughout the orientation session. Printing a brochure that utilizes a question-and-answer approach to the most frequently asked questions is another useful tool to orienting supervisors about quality circles.

As quality circles develop, it is essential that new department and division personnel be kept abreast of the changes. Thus, the orientation process is an ongoing activity.

Step 9: Orientation of Employees

Another group that needs to understand the philosophy and purpose of quality circles is the employees who will participate in the program. It is important that this group sees management as truly interested in their thoughts and input. They should understand that quality circles are not just a ploy of the administration to increase productivity but that there is a sincere desire to improve efficiency and quality of work.

The purpose of the orientation is to explain the employees' role in the quality circle process. Slide and video presentations, brochures, and schedule flexibility are important components in the employee orientation. A question-and-answer session should also be incorporated into the orientation session.

Step 10: Form Quality Circles

Quality circles demonstrate the importance of human resources by inviting participation. Group membership is voluntary and should consist of any worker who has a desire to participate. The group facilitator assists the group leader in solicitation and formation of the quality circle.

A notice should be posted to inform employees that a quality circle is being formed and that their participation is welcomed. The size of the circle should be limited, therefore a deadline for signing up should be incorporated into the posted notice. After membership has been determined, a letter should be sent to each member acknowledging their interest and informing them of their first quality circle meeting.

Step 11: Training Circle Members

Quality circles are based upon a "people building" philosophy and will not work unless there is a sincere desire on the part of administration to help employees grow and develop. Training in the procedures and vocabulary common to quality circles is a cornerstone of quality circles, and takes place during the initial meetings for which the group leader and facilitator serve as instructors. The training process utilizes one two-hour session per week for approximately one month.

Circle members are provided training in "brainstorming" techniques, voting procedures, cause and effect analysis, data collection, decision analysis, use and construction of histograms and graphs, and presentation skills. Such training helps improve the communication and interpersonal relation skills of each member as well as their self concept, problem solving capabilities, and ability to generate ideas. A successful approach to training has been through the development of individualized instruction packets which include instructions, assignments, reading materials, and case problems relating to quality circles. Through the development of these instructional packets, quality circle members become familiar with a wealth of material which can be utilized for future reference.

Step 12: Quality Circle Operations

One of the cardinal principles of quality circles is that the circle members decide what problem they will address. This autonomy allows members

to support solutions to problems that they have identified. Quality circles are based upon the premise that the person who does the job understands it best and therefore is better equipped to improve the quality of his or her work.

The first step of the operation is to establish the rules and regulations that govern the quality circles. Second, through formal brainstorming techniques, the problems that the circle members wish to address are identified. Third, the group discusses the list of problems and selects one problem it wishes to analyze. Fourth, the group members gather data and information about the causes and effects related to the problem. Fifth, the circle members develop alternatives and solutions to the problem. The last step is to prepare a formal presentation and report that will be presented to the administration.

Step 13: The Administration Presentation

Once the circle members have generated solutions to the problem they have researched, they prepare a complete presentation and report. This allows circle members to communicate to the administration what they believe to be solutions to the problems confronting the organization.

The presentation should include graphs, charts, results of data collected, proposed solutions to the problem, cost of implementing the solutions, potential savings or benefit to the organization, and the human resources needed to implement the solutions. The quality circle presentation is not made to the steering committee but is directed at operation managers and supervisors who retain the authority to accept or reject the recommendations.

Step 14: Evaluation of the Project

The steering committee is responsible for evaluating and monitoring the effects of the program. The type of evaluation, whether it is qualitative or quantitative, is less important than the fact that specific evaluation criteria were established at the beginning of the qualtiy circle process.

The evaluation process should serve as a rediagnosis of needs and as a management tool rather than a simple pass/fail analysis. The evaluation steps involve collection of data from participant interviews and the responses to questionnaires which determine the effect of the quality circle program. The recommendations of the quality circle members should be considered as well as the savings that might have occurred as the result of the circle members' actions. The most essential element that needs to be considered is whether or not the quality circle program increases the efficiency and productivity of the organization.

Step 15: Quality Circle Expansion

The expansion of quality circles should be slow and should accent the quality of the program and not quantity. Pressure to increase the program will undoubtedly be based upon how circles are perceived by the employees. Expansion is also affected by the organization's commitment to increase the number of quality circle facilitators. The maximum number of quality circles that a facilitator can adequately manage is no more than ten.

Conclusion

In order to develop a successful quality circle program, an organization must be committed to the development of human resources. In addition, it must be willing to allow employees to participate in decision-making, and recognize that the quality circle process takes time to develop and that the return of their investment may not be astronomical in the beginning.

Before an organization implements quality circles, it needs to have a comprehensive plan of action. A quality circle program cannot develop without the proper support and involvement of the whole organization. It requires time, attention, and effort to grow and mature. The benefits of this type of effort result in more efficient and effective personnel and a more productive total organization.

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MUTUALITY OF TRAINING

Institutional and Individual Gain

An experimental administrative intern program allowed the author to gain valuable administrative experience as well as strengthen the institution.

By MARY ELLEN KLATTE

Organizations which are vital to the individuals who participate in them need to use the skills and competencies of all members and to allow those individuals who wish advancement a means to achieve it. In a time of falling enrollments and dwindling financial support, this may be done by being creative and willing to propose, as well as try, something new. If the means do not exist, create them. If the channels of communication are not open, open them. I did and so did my institution, and we are both the benefactors.

Following a Higher Education Resource Service (HERS) professional development conference in the spring of 1981, I came back to my institution with a pressing desire to use the skills and competencies acquired in my doctoral program in higher education completed the previous December. I checked with many sources and decided to present an experience-through-work proposal to the dean of undergraduate studies.

This administrator is responsible for all policy pertaining to undergraduate programs in the university. On the organizational chart, the position is directly under the vice president for academic affairs and research. The individual who occupied the post was competent and well-respected. He had power as well as responsibility, and was approachable with new ideas. Additionally, the individual was busy and would perhaps welcome a volunteer who was willing to assist.

At a meeting with the dean of undergraduate studies, I explained that I had finished a terminal degree in higher education and wanted to move into an administrative position, but everywhere a vacancy occurred, a necessary requirement was administrative experience. My interest in working for the office of undergraduate studies was explained, as well as a willingness to undertake any type activity which would enhance my competencies and provide me with administrative experience.

The dean responded positively to my proposal. He felt the experience would be more beneficial to me if it were officially recognized through the president's office and documented in my personnel file. Through the dean's consultation with the president's office, I was officially appointed as the first administrative intern and was assigned to the dean of undergraduate studies. My duties would be defined through that office.

I was given significant administrative activities that provided me with responsibilities. In this capacity, I attended university committee meetings, took part in the decision-making process of the dean's office, and was given specific research assignments which could be utilized in reports to be generated from that office to all areas of the university, including the president. I carried out these duties without release time for a full academic year, 1981-82.

During the summer of 1982, as the Fall semester was beginning, the administrative internship developed into a quarter-time of my official university responsibilities. This has continued. The duties I assumed under this quarter-time arrangement were directly related to activities of the office of undergraduate studies. Specifically, the activities involved the implementation of computer registration on our campus. I have continued to be involved in the activities generated by computer registration providing special advising for students who have problems with the process. Additionally, I have attended meetings for the dean, supplying that office with information. This experience has provided me with research activities that have culminated in papers and presentations before professional meetings and

articles to professional journals.

The opportunities I have encountered through my administrative activities have allowed me to gain experience and to stimulate my professional development. As a result of my experience, the position of administrative intern was established. Since that time, other individuals have been able to hold this title and gain administrative experience, as well as to revitalize the institution. Now, officially, there is a means by which individuals can develop themselves professionally while, at the same time, providing new life to the organization. This results in a vitality for the institution at a time when higher education is experiencing contraction. It provides new and fresh minds to take part in decision-making, creating good will and satisfaction among all participants, and strengthening the institution.

Dr. Mary Ellen Klatte is employed by Eastern Kentucky University.

REVIEWS

Articles for Staff Developers

Abstracted from current issues of leading journals, these articles are recommended for staff developers.

PROBLEM SOLVING

Heppner, Paul P. and Reeder, Lynne B. "Training in Problem Solving for Residence Hall Staff: Who is Most Satisfied?," *Journal of College Student Personnel*, v. 25, n. 4 (July, 1984): pp. 357-360.

The study reported in this article had a twofold purpose: examining the usefulness of training in problem solving for residence hall staff; and identifying which staff members would be most satisfied with such training. A number of instruments — SIE, PSI, and PSIE -- were used to obtain information from 16 residence hall coordinators and 69 resident assistants at a large midwestern university. The results suggest that: both groups perceived themselves as being confident, as approaching problems rather than avoiding them, and as having personal control; and while residence hall staff viewed training in problem solving satisfactory, differences existed in satisfaction according to various levels of self-appraisal of problem solving skills. Additional results are discussed in the article.

DEVELOPING NON PROFESSIONALS

Borelli, Frank L. "Staff Development for Nonprofessional Personnel," *Journal of College Student Personnel*, v. 25, n. 4 (July, 1984): pp. 374-375.

Programs developed specifically for nonprofessional support staff in student affairs, unlike those for professional staff, are limited. This article describes a program in operation at Governors State University in Illinois since 1980-81, which aims for meeting the developmental needs of the nonprofessional staff. The organization and administration of the program are similar to those for professional staff. Its focus is on a variety of topics such as communication skills and styles, confrontation and conflict resolution. The program resulted in the compiling of a staff directory which contains information on support staff as well as permitting their participation in a university-wide training course. The feedback from nonprofessional staff has been supportive, indicating enormous benefits of this development program.

1st-YEAR TEACHER SUPPORT

Hoffman, Amy R. and Wertheim, Sally H. "A University-Based Support System for 1st-Year Teachers," *Journal of College Student Personnel*, v. 25, n. 4 (July 1984): pp. 375-376.

The 1st-year teacher often experiences many insecurities and concerns which are referred to in the literature as "reality shock," "transition shock," "lifeboat ethics," etc. This article describes a program — First-year Teacher Program – initiated by John Carroll University in reaction to those concerns. The goals of the program were: addressing skill and knowledge areas that a needs assessment had identified as important to new teachers,

and providing a support network for the new teachers. Several activities and programs were included for achieving those goals. Informal feedback from principals and the new teachers and written questionnaires completed periodically by the teachers indicated that the program was positively received.

SUMMER WORKSHOPS

Carney, Clarke and Stranges, Richard. "Broadening Network in the Campus Community Through Summer Workshops for Faculty and Staff," *Journal of College Student Personnel*, v. 25, n. 4 (July, 1984): pp. 378-379.

A summer workshop series for faculty and staff was initiated by the staff of the Counseling and Consultation Services at the Ohio State University in 1981. The workshop series deal with areas of interest to faculty and staff revealed through telephone surveys. The most popular of such topics have been related to stress and time management, burnout, comminicating with culturally different individuals, etc. On the other hand, the less attractive topics have been career planning, weight management, and so on. The program has attracted nearly 175 faculty and staff members from 75 different departments during the past two years. Based on the evaluation responses, the program has proven successful in meeting the professional development needs of employees and in several other matters.

TEAM BUILDING

Israisky, M., Austin, K. P., Tabachnik, N., and Kosinski, Jr., F. A. "Team Building: A Consultation and Outreach Project for Interns," *Journal of College Student Personnel*, v. 25, n. 4 (July, 1984): pp. 379-380.

The article describes a consultation and outreach project initiated by the Counseling and Consultation Service (CCS) of the Ohio State University. The project allowed the intern from CCS to use the team building approach with a group of undergraduates. This intervention model followed typical project development and decision making stages including: Stage 1 — coming together; Stage 2 — planning; Stage 3 — implementation; Stage 4 — review and adjust; and Stage 5 - product. The detailed description and activities for each stage are provided in the article. Also, the project included various structural exercises, role plays, and short lectures in order to foster and enhance each stage of the model. The feedback from the students and professors involved was very positive.

TYPE A INTERVENTION

Thurman, Christopher W. "A Program for Helping Type A Faculty and the Support Staff Who Work for Them," *Journal of College Student Personnel*, v. 25, n. 3 (May, 1984): pp. 277-278.

The particular environments of several colleges are conducive to the elicitation of Type A (coronary-prone) behavior for most of their employees — namely, for faculty and the support personnel. This article gains insights into a cognitive-behavior modification program called the Type A Intervention Program (TAIP). The aim of this 8-week program is to train Type A faculty for reducing unhealthy expressions of time urgency, anger, and competitiveness. The program also involves offering support staff a 1-hour presentation for helping them to understand, cope, and develop better relations with faculty experiencing Type A behavior. Experimenting on 40 faculty members, the initial response to TAIP has been encouraging, and it is suggested that the use of this program is helpful to institutions as well as to their employees.

CONFLICT MANAGEMENT STYLE

Dickson, Gary L. "Conflict Management Style: A Staff Development Program," *Journal of College Student Personnel*, v. 25, n. 2 (March, 1984): pp. 167-168.

Provided that conflict management is an essential skill for student personnel administrators, this article looks at one approach for improving such a skill. The discussed approach is a six-page inservice program syllabus, presented in a three-session sequence for use in regular staff meetings. The first session involves determining individual and group profiles on the five conflict mode scale — avoiding, competing, compromising, accommodating, and collaborating. The second session emphasizes the practical uses of each style with particular job functions of various management levels. Finally, the third session focuses on the potential for enhancing staff relationships. In turn, this method indicates that managing conflict situations successfully involves staff member's ability to learn to apply his/her own natural style effectively, to use adaptive or alternative styles appropriately, and to relate with the natural styles of others.

FACULTY REWARD DIFFERENCES

Kasten, Katherine L., "Tenure and Merit Pay as Rewards for Research, Teaching, and Service at a Research University," *Journal of Higher Education*, v. 55, n. 4 (July/August, 1984): pp. 500-514.

The relationship between institutional reward mechanism and faculty engagement in various activities is a continuous concern. This article reports a study which examined the values that faculty in one division — Social Studies — of a large mid-western research university place on research, teaching, and service when conferring tenure and merit pay. A total of 135 tenured faculty from 26 departments in that division comprised the sample of the study. Faculty evaluations of hypothetical candidates (simulation) and interviews with tenured faculty revealed several findings. In essence, while research is tightly coupled to faculty rewards, teaching and service play a moderate role in the allocation of such rewards, which all together indicate differential links between rewards and the activities.

ADAPTATION STRATEGIES

Cameron, Kim S. "Organizational Adaptation and Higher Education," *Journal of Higher Education*, v. 55, n. 2 (March/April, 1984): pp. 122-144.

Educational institutions need to be both knowledgeable and adept at instituting organizational change, and for that matter, innovation, reform, and adaptation are important institutional devices for allowing successful change and ensuring survival. This article provides a framework for organizational adaptation literature and proposes ways for facilitating adaptation in institutions of higher education, particularly in liberal arts colleges. Based on the role played by the external environment and by the management in influencing organizational survival, four adaptation strategies (population ecology, life cycle, strategic choice, and symbolic action) are identified. This framework is, then, used to discuss the probable environment that institutions are likely to face in the future, and to present some useful adaptive strategies and institutional characteristics that will ensure future effectiveness of those institutions.

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Readers are encouraged to suggest articles in other journals for abstracting and books for review that are of particular value to SPOD practitioners. Such publications will be reviewed on a space-available basis.

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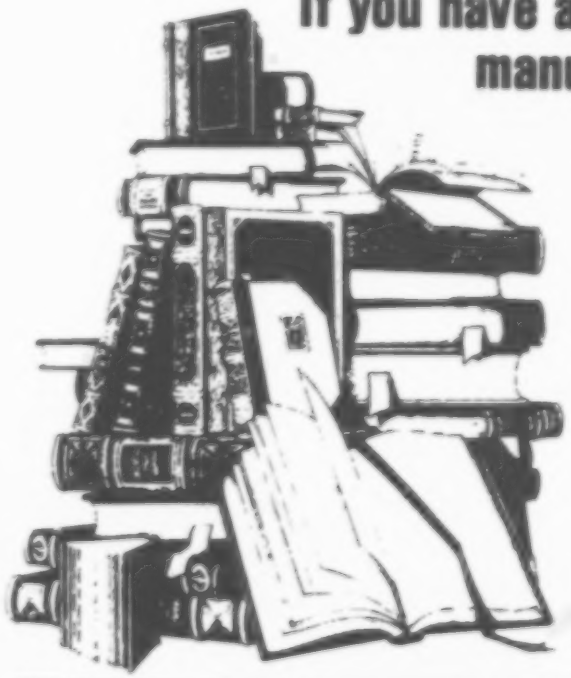

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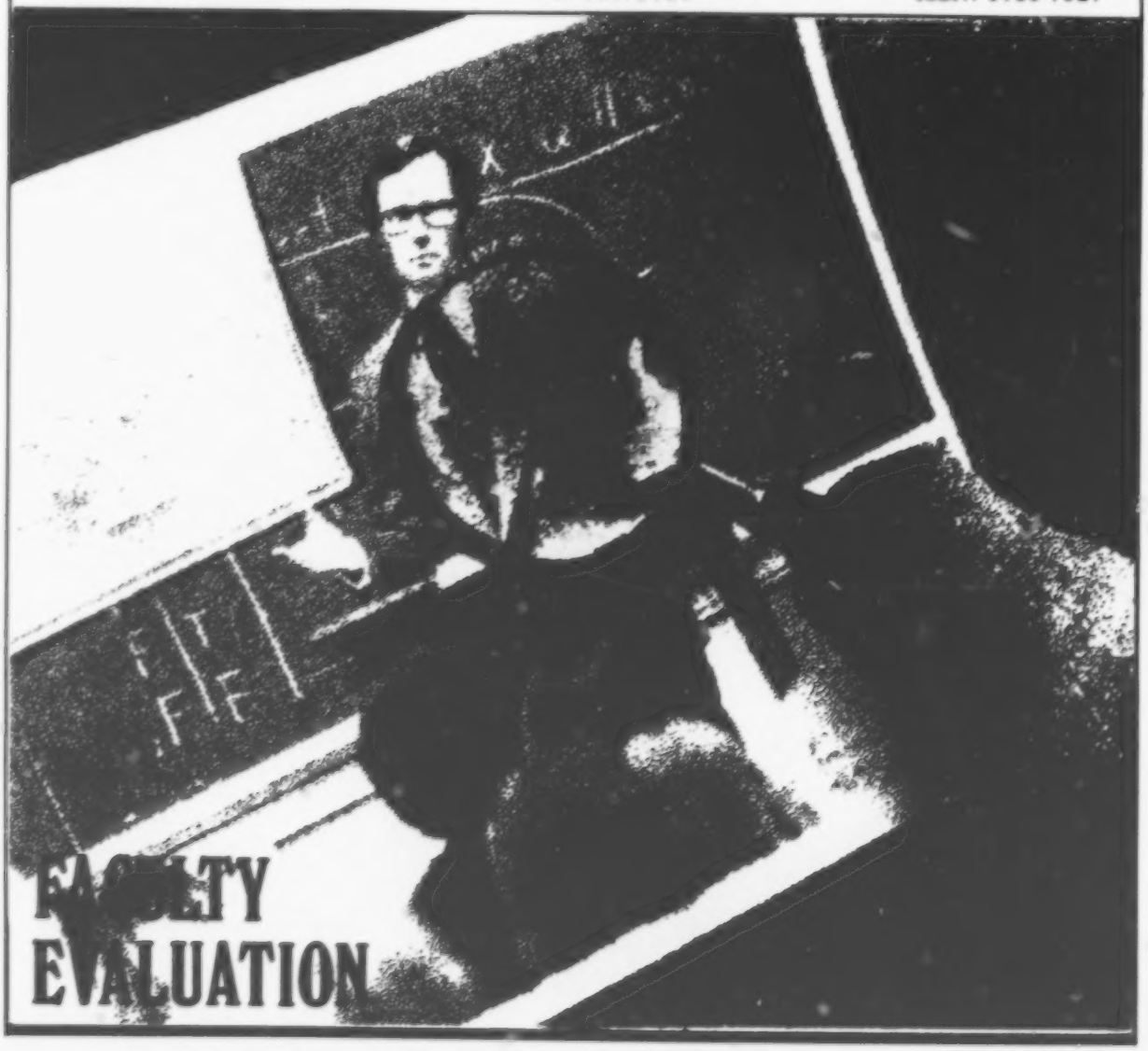

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CONTENTS

Volume 2, Number 4 Winter 1984

Affiliate Organizations

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FACULTY EVALUATION 90
The author presents some reactions, biases and insights into the subject of faculty evaluation.

An Educational Paradox 93
Do we believe that the purpose of teacher evaluation is to achieve teaching excellence? Or, does contract language indicate a shift in the philosophical basis for evaluation?

Using a Class Interview as a Formative Evaluation Technique 97
The Class Interview provides an alternative to student's less informative written evaluations.

Student Evaluation as a Component of Systematic Instruction 102
From over 150,000 student evaluations, the authors found that the process has strengthened the instructional program.

Impacting Teaching Practices: Evaluating Dissemination Efforts 106
The author describes how three nationwide dissemination efforts are evaluated by NISOD on a regular basis.

Post-tenure Faculty Evaluation: Anomaly or Reality? 110
This research study attempted to investigate, then describe the current status of post-tenure faculty evaluation.

Comment 88
Take Note 88
Resources 96
Casebook 112
Reviews 113
Prescriptions 115

COMMENT

Questions On Evaluation

By GORDON WATTS

Although the topic of faculty evaluation has received more than its share of attention over the past few years, there always seems to be a need for further information.

The majority of articles in this issue of the *Journal* focus on faculty evaluation from a variety of viewpoints ranging from personal opinion to research. In the first article, Glenn Johnson (page 90) offers his reactions to faculty evaluation from his position in a major research university. Roger Worsley then presents his opinion of the apparent paradox between the purpose of faculty evaluation and the language used to address faculty evaluation within collective bargaining agreements (page 93). For the reader more interested in a practical idea for formative evaluation, Betty Kyger outlines how the class interview method is used at her institution (page 97).

Next, Michael Rabalais and David Durham (page 102) explain the method used for student evaluation of faculty at their institution and its impact on the instructional program. The last feature on faculty evaluation is a reprint from *Innovation Abstracts* describing some research on post-tenure evaluation (page 110). *Innovation Abstracts*

(continued on page 89.)

TAKE NOTE

Spring Events for Staff Developers

EVENT	FOR FURTHER INFORMATION
Academic Chairpersons: Leadership and Management Orlando February 6-8	Janet Hurley Kansas State University 1623 Anderson Avenue Manhattan, KS 66502
Spring Conference Florida Association for Staff & Program Development Daytona Beach, FL February 6-8	Dr. Peter Klingman Daytona Beach Community College P.O. Box 1111 Daytona Beach, FL 32015
Faculty Evaluation and Development Workshop for Community Colleges Orlando February 27	Division of Continuing Education University of Florida 1938 West University Avenue Gainesville, FL 32603
Annual Conference on Improving College & University Teaching & Administration Orlando February 27-March 1	Division of Continuing Education University of Florida 1938 West University Avenue Gainesville, FL 32603
Conference on **Conference on Management and Development of Part-Time Faculty** Myrtle Beach, SC March 4-5	Part-Time Conference INFO-TEC. INC. P.O. Box 40092 Cleveland, OH 44140
Applying New Technology in Higher Education Orlando March 4-6	Janet Hurley Kansas State University 1623 Anderson Avenue Manhattan, KS 66502
Annual Meeting Association for the Study of Higher Education Chicago March 15-17	ASHE Suite 630 One Dupont Circle Washington, DC 20036

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Advanced College Management Practices Miami January 29-30 Atlanta January 31-March 1 Los Angeles March 5-6 San Antonio March 7-8	Lee Noel SRI College Productivity Center Suite L3 1039 Arthur Street Iowa City, IA 52240

(continued from page 88.)

is published by the National Institute for Staff and Organizational Development (NISOD) at the University of Texas. In another article in this issue (page 106), Suanne Roueche describes *Innovation Abstracts* and NISOD's efforts to evaluate that dissemination effort.

The articles contained herein may raise more questions than they answer. I hope, in fact, that they do. I would like nothing better than for readers to react, put their responses in written form, and submit them to the *Journal* for possible publication. That, after all, is one of the purposes of the *Journal*.

We have come to the end of Volume 2 of the *Journal*. Last year, upon completing Volume 1, I said that I *thought* the *Journal* was here to stay. Now, I *know* that it is. Thank you, readers, for your continuing support and contributions.

A New Feature

A new feature of the *Journal* beginning with this issue, and a major reason for optimism, is this publication's affiliation with three outstanding organizations—the National Council of Instructional Administrators, the National Council on Student Development, and the National Institute for Staff and Organizational Development. The statement carried on the contents page explains the purpose of this affiliation.

In our new relationship, these organizations will be reporting their activities and concerns regularly in the *Journal* as well as influencing the direction and contributing to the content of the publication. Information about NCIA can be found on page 96, and for NISOD on page 100. A later issue will provide detailed information about NCSD.

FACULTY EVALUATION

The author presents some reactions, biases and insights into the subject of faculty evaluation.

By GLENN ROSS JOHNSON

THE PROCESS OF FACULTY EVALUATION is complex and open to debate. It is fair to assume that position papers and counter arguments will appear in the literature. THAT IS GOOD! The greatest danger confronting faculty evaluation today involves the possibility of a lack of discussion and the acceptance of simplistic, mechanical approaches as a panacea. It is our business to continue the search for truth in all areas—and, faculty evaluation is an area in need of such a quest. It is of mutual interest to faculty members, administrators, students, alumni, regents, legislators, and citizens.

Despite what one may wish to think, faculty members are continuously evaluated in some form or other—regardless of how unsophisticated the procedures and techniques may be. Therefore, it behooves all of us to continue with the dialogue on faculty evaluation. How else can we improve the process if not by the exchange of information and position papers?

John A. Centra (1983) recently suggested a set of guidelines for faculty evaluation, and I agree with his suggestions: 1) use multiple sources of information, 2) use multiple sets of student ratings, 3) obtain a sufficient number of student raters, 4) take into account course characteristics, 5) rely more on global ratings than on other items for personnel decisions, 6) supplement diagnostic information for teaching improvement, 7) employ standardized procedures for administering the forms in each class, 8) do not overuse rating forms. Centra's ninth guideline (use comparative data) is only acceptable to me when used with multiple sections of the same course and when we can be sure that the students enrolled in the course sections are also comparable—no overloading of weaker students in certain sections, no placing of all gifted students in one instructor's section, no enrolling all athletes in another instructor's section of the course.

A review of the literature on faculty evaluation may tempt some to adopt one of the very involved programs simply because the language sounds trustworthy—reliability is high, formalized procedures, establishes a common reference point, important for comparative purposes. How should a department, college, or university evaluate faculty members? The remainder of this reaction paper will consist of my own biases and suggestions.

My first reaction is that each department should engage in the process of developing a system of evaluation most beneficial to its members. Such an approach will take time, but I believe it will be the better course of action in the long run. The following questions should be pursued during the process: What factors distinguish this department from all others at this institution? Why does this department exist? What are its goals? How should teacher evaluation data be used within this department? What purposes are served by the evaluation? What analysis should be made of the data? Will in-service training be needed to implement the evaluation system? Can we adopt/adapt/modify available evaluation procedures and instruments? How precise should we be in collecting data?

The question of precision is a good one and leads to my second bias. Less sophisticated, subjective techniques are usually less costly and take less time to complete. More precise measurement offers greater accuracy and can be more objective, but also takes a toll in financial cost and time. Highly sophisticated procedures will probably require the additional factor of training in how to use the techniques; e.g., training observers in the categories, criteria, and observation process if they are to visit classrooms.

Because of the cost, time, and training factors associated with precise instrumentation, my bias is to sacrifice greater objectivity and go with as simple a process as possible as long as one doesn't ignore important aspects of the evaluation system. I personally believe the more sophisticated programs belong in a centralized, faculty development center where trained personnel are available to conduct such programs over a period of perhaps several years, but *never for the purpose of providing the data to an administrator if restricted to the names and sections of the instructors.* In spite of our grand ideas of using such programs for faculty development, administrators tend to use the data to rank and rate individual instructors, and fail to provide the resources (both financial and personnel) to conduct the development side of the coin. My recent studies of program revision and curriculum development during these years of retrenchment have clearly supported the fact that resources are not provided for such efforts (Johnson, 1981; 1983).

The above leads to another reaction. We must spend more time interacting with both the faculty members and the administrators in our institutions to communicate the need for using our processes for faculty development in addition to faculty evaluation. Many opportunities are available for a continuous improvement in teaching. Procedures should incorporate a variety of opportunities for the instructor to improve and enhance teaching, research, service, etc.

I also believe that non-research institutions should focus on teaching when evaluating faculty members. However, at the university, I believe four major factors should be evaluated: teaching, research, service, and publications. It is the combination of these four factors which distinguish universities from all other post-secondary institutions. I shall also add a caution. Those responsible for evaluating faculty members in research universities should be flexible. An outstanding teacher may not be a prolific writer or great researcher cranking out publications and obtaining hundreds of thousands of dollars in research grants annually, but over a period of years may very well have a fine record of journal articles and grants. A great researcher with a fantastic publication record may not be viewed much higher than "acceptable" in teaching, but should not be fired or denied merit or promotion because he or she lacks the label of distinguished in teaching. All four factors mentioned should not be expected to render equal results annually.

Several prominent writers on faculty evaluation have explored the use of student ratings of faculty (Aleamoni, 1984; Centra, 1983; Cohen, 1981; Eble, 1972; McKeachie, 1979; Milton, 1972; and Scriven). Although some studies have revealed that grades received in a course do not significantly influence student markings on faculty evaluation forms, such studies have normally involved large numbers of students enrolled in multiple sections of courses at the undergraduate level. We know that the larger the "n" the less the impact on the mean score by students marking a teacher low because of grades. That doesn't mean that some students enrolled in small classes will not influence such scores because of their grades in such courses—they will! When the class enrollment is small, I think it would be wise for those evaluating the teachers to disregard negative responses on a few student opinionnaires when trying to determine the merits of a faculty member's teaching.

Another bias of mine centers on the statistical treatment of data from a student opinionnaire. For very large classes with multiple sections of introductory-type courses, the student opinionnaire may have some value for comparative purposes. However, I personally believe that a stress on statistical treatment of data simply is not viable for most faculty members, particularly those employed in graduate-level university settings. My reasons for rejecting the mechanical approach to evaluation are closely tied to my bias that each department should develop its own instrument in line with its own department objectives, goals, and reasons for existing. Furthermore, comparing one faculty member's scores on a student opinionnaire with another faculty member's scores on a student opinionnaire (except for multiple sections of a basic course which I discussed earlier) simply hasn't made a lot of sense to me for years. Each faculty member should be treated as an individual.

The type of course, level of the students, size of the enrollment, location of the classroom, facilities and resources, objectives for the course, support personnel available (graders, clerks, assistants), whether the course is required or elective, the age and experience of the students, the difficulty of the subject matter, and the time of day the course is offered are all factors worthy of subjective consideration. *Yes, interacting with the faculty member, the evaluator should subjectively assess the merits of the teaching.* Factor analysis, standard deviations, mean scores, analysis of variance, and other statistical procedures can become so mechanical that evaluators misuse them and fail to interact with the evaluatee. I contend that perceptions of administrators and

faculty members should be discussed in an open, verbal interchange between the evaluator and the evaluatee. How else can one understand the other person's perceptions of a situation if it isn't discussed through open communication? How else does one present information that might correct an erroneous impression gleaned from a cursory review of the computer printout of student opinionnaire data?

Still another personal bias involves a warning about the use of predetermined behavioral objectives in the evaluation process. Some colleges have developed a faculty evaluation program which incorporates predetermined objectives for the forthcoming academic year. In an oversimplification of the process, the faculty member writes a set of objectives to reach by a specified time. For example: "By the end of the academic year, the faculty member will write at least two articles which will be submitted to editorial boards of national journals for consideration for publication." These objectives can become artificial. The instructor usually knows if he has data which he can use in writing two articles. Therefore, he simply establishes the objective to write two articles.

Instructors know the pattern of student opinionnaires. Therefore, they simply state that they will continue to receive "high scores" or "mean scores of 7.0 or higher" on the student opinionnaires. *Eureka!* By the end of the academic year the professor has indeed written two articles which have been submitted to national journals, and his/her student opinionnaires reveal a mean of 7.1 when analyzed. The whole process can become quite time-consuming for both the faculty member and the evaluator. I will concede the point that predetermined objectives might motivate a professor to move faster with some activities to meet the predetermined deadlines when such activities may be included in a specific year's evaluation.

In a recent publication distributed by the National Council of States on Inservice Education, Michael Scriven expressed his reservations regarding several aspects of faculty evaluation. One of Scriven's very tantalizing statements was: "The best teaching is NOT that which produces the most learning." I personally believe Scriven has touched on a sensitive issue, and I happen to agree with his conclusions. What if a professor is unethical and pursues content which has no relationship to the goals and objectives stated for the course (makes the course easy) or places so much pressure on the students that they ignore other courses ("This is the department's flunk-out course—fail this course and you are out of our program.")? If all we do is run achievement data through a computer to compare various sections taught by different instructors, we have a real danger of misinterpreting the data. As Scriven pointed out, measuring the amount students learn in a course and using such data to evaluate teachers can be an oversimplification.

Finally, one should probably determine which procedures and which techniques seem most suited for the evaluation of faculty members by starting with the list of objectives for the department and the purposes to be served by the evaluation process. Since the goals and objectives for programs involving assistant professors teaching first-year students in departments of history would be quite different from the objectives for programs handled by tenured, full professors teaching doctoral-level courses in departments of engineering or departments of philosophy, one would probably end up with an entirely different set of procedures and techniques for the very diverse groups. That, however, is an obvious bias of mine and probably will not appeal to those who are bent on dealing only with instruments and formal procedures which provide "comparative data."

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An Educational Paradox

Do we believe that the purpose of teacher evaluation is to achieve teaching excellence? Or, does contract language indicate a shift in the philosophical basis for evaluation?

By ROGER WORSLEY

A PARADOX IS A STATEMENT which seems to contradict itself but which may be true. I think that all of us have been indoctrinated to believe that achieving teaching excellence is the primary purpose of teacher evaluation programs. We surely do not believe that the purpose of teacher evaluation is to weed out the incompetent faculty member by using poor evaluations as documentation in termination procedures. If we believe the former and not the latter, do our overt behaviors as administrators reflect this belief? Do the actions we take following evaluations reflect this belief? "Yes," says the administration. "No," shouts the faculty.

Who is right? What does the evidence say? There is ample material written to justify each position. It is like the cliche, "Figures don't lie but liars figure." You can find statistical and research evidence to justify your position regardless of which side of the issue you are on.

However, for the purposes of this paper, I would like to look at a recent phenomenon in higher education and its influence upon the issue of teacher evaluation—collective bargaining. In the University of Alaska System, the state's community college teachers are affiliated with the American Federation of Teachers. Recently, a three-year contract was signed following sixteen months of intensive bargaining and a threatened teacher strike.

Several items in this contract impact upon the issue of teacher evaluation and the institution's ability to utilize it as a tool to achieve teaching excellence. Among these items are:

1. Adminstrative evaluations shall be made in writing, and be based on the evaluator's personal knowledge.

2. Student evaluations shall be designed as an aid to the improvement of teaching and shall not be put in Bargaining Unit Member's personnel files except as a part of a deficiency report.

3. Peer evaluations shall not be required, requested, or accepted by the university.

4. No Bargaining Unit Member shall supervise another Bargaining Unit Member.

5. The university may assign 27 credits of teaching in an academic year . . . an evaluation can only take place in the semester in which an individual teaches twelve hours or less.

Admittedly, these items are specific to the Alaska Community Colleges, but many other collective bargaining agreements across the country have now, or will have in the future, such stipulations regarding teacher evaluation. The American Federation of Teachers national union is playing a role in advising local chapters regarding preferred contract language and items which should be put on the bargaining table for consideration. Other national labor organizations for teachers are advancing the same or similar items for collective bargaining consideration for their members.

One other assumption must be made at this point. Collective bargaining is a process which is adversarial with each side attempting to have its preferred language prevail when the bargaining process is completed. Two positions or points of view are being advanced on each issue or item which is brought to the table for consideration. The final outcome of the bargaining process is a result of trade-offs and compromises and, at times, binding arbitration. Neither side gets everything it asks for and many times the final language does not resemble the initial position of either side.

In the case of the Alaska contract language, one cannot discern what language each side began the bargaining process with; one can only tell what the final contract language is after the bargaining process has run its course. Taken one

step further, one cannot tell which side prevailed on the issue of teacher evaluation, but one can look at the final outcome and make assumptions as to the intent of the contract language and its impact upon the issue of teacher evaluation.

With these assumptions, let us examine the impact these items have upon our belief that teacher evaluation is a means of achieving teaching excellence:

1. "Administrative evaluation shall be made in writing, and be based on the evaluator's personal knowledge." The intent of this item is that the administrator responsible for doing the final evaluation must be personally involved in the evaluation process and must not rely on another's evaluation or judgement. This is an admirable goal and one would assume that it should be an integral part of any evaluation process. However, standing alone, it sheds little light upon our concern relating to evaluation being used for teacher excellence. Its importance will become clear as we address items three and four.

2. "Student evaluations shall be designed as an aid to the improvement of teaching and shall not be put in the Bargaining Unit Member's personnel files except as a part of a deficiency report." The intent of student evaluations is clearly stated as an aid to the improvement of teaching. However, by adding the language relating to the personnel files and deficiency reports, we can make an assumption the management's point of view prevailed in this item unless we think that faculty want to police their own ranks for deficient performers. Experience with collective bargaining leads one to believe that this is not the case, that it is management's language that student evaluations can be used as part of a deficiency report on a teacher, and that the information can be placed in the teacher's personnel file where any and all information must be placed which could later be used to document a case of "just cause" in the termination procedure. Here we have an item with a positive statement regarding student evaluations followed by a negative statement which neutralizes the entire item or gives the item, an overall negative connotation.

3. "Peer evaluations shall not be required, requested, or accepted by the university," and 4., "No Bargaining Unit Member shall supervise another Bargaining Unit Member." I have chosen to deal with these two items together because they are so interrelated when discussing the issue of teacher evaluations. Many of the best teacher evaluation procedures across the country have utilized a team approach in order to insure that all aspects of the teacher's performance are evaluated by "experts." That is to say, that a subject matter specialist from the teacher's field is part of the team in order to evaluate content knowledge and accuracy of information being given to students. Management personnel are included in the team to evaluate preparation, presentation, logistics, attendance and other administrative functions. In some cases, the manager may be a subject matter specialist in the teacher's field of expertise but, in many cases, managers are supervising teachers outside their field of specialization. Thus, a team approach to evaluation is preferred.

The language used in these items, as in item number one, is specifically intended to keep one Bargaining Unit Member from supervising or being a team member in the evaluation process involving another Bargaining Unit Member. One must draw the conclusion that in these three items, the union point of view prevailed. To the point of view that the purpose of evaluation is to achieve teaching excellence, these items must be considered antagonistic. Who is in a better position to assist a teacher in the improvement of instructional skills and technique than a fellow teacher and fellow subject matter specialist? When you take these people out of the process, you are left entirely with a management evaluation, and in many cases with an evaluation conducted by a person who knows very little about the specific subject under consideration.

A personal example should suffice to illustrate the significance of these items. I am a student services professional with several years prior experience as an academic dean. My instructional experience is in the areas of physical science and physical education. Three years ago, I was asked to assume the temporary leadership of the division of business programs for a semester while the college conducted a search process for a permanent director. One of the duties I assumed in that role was teacher evaluation. I was to conduct classroom evaluations for 21 full-time teachers in the areas of accounting, computer information systems, economics, office occupations, and business administration.

I conducted those evaluations and had a very enjoyable experience and witnessed a demonstration of some excellent teaching techniques. However, in almost every case, I was not in a position to give a fair evaluation of the subject matter content. I could tell if there was a rapport between the teacher and the students; if there was class participation; if the teacher responded to questions; and if the student seemed to understand the an-

swers which were given. I could identify the type of teaching techniques the teacher relied upon and if the teacher utilized various approaches in order to connect with the different cognitive styles of the students but, I was never quite sure that the material being covered was pertinent to the course outline or if the answers given to questions from the students were correct and informative.

Obviously, something was missing and the teachers were getting short-changed in having the evaluation conducted by me, and I certainly was not in a strong position to help these faculty members achieve teaching excellence. In defense of myself, I do believe that a good manager can supervise any department, but if an institution adopts this philosophy it must also adopt a policy of team evaluation of teacher performance. The collective bargaining movement seems to be forcing higher education institutions into this operational mode by insisting upon the clear split between what is management and what is instruction.

5. "The university may assign 27 credits to teaching in an academic year . . . an evaluation can only take place in the semester in which an individual teaches twelve hours or less." This statement seems fairly straight forward at first glance. However, one can assume that the union position on this item prevailed when one considers the impact of the statement on teacher evaluation. If the administration cannot evaluate a teacher in the semester when they are assigned fifteen credits of teaching, is it because the teacher is going to do an inferior teaching job during this semester? What other reason could there be for not wanting teacher evaluation to occur in this semester? In most cases, the teacher is simply assigned additional sections of a course they have already prepared to teach. (There is another section of the contract that relates to the number of preparations which can be assigned in any one semester.)

What conclusions can one draw from these items when included in collective bargaining agreements for community college teachers? To begin with, one can conclude that this type of contract language does not reinforce the concept that teacher evaluation is a process entered into by people for the purpose of achieving teacher excellence. This language indicates a protectionist point of view on the part of the union and a punitive point of view on the part of management. It further indicates that the collegial atmosphere, where parties of interest sat down and arrived at mutually agreed upon modes of operation, has become an adversarial process.

Who is left to suffer when this adversarial process occurs? I believe the student suffers the most. I also believe that the teacher and the manager suffer. If the process becomes one where the teacher dreads evaluation day and the manager dreads doing the evaluation and having the review session with the teacher because it has become adversarial, both parties suffer. Moreover, the institution itself suffers because the primary function of the institution is the delivery of quality instruction. If teacher evaluation is looked upon as a tool for the improvement of instruction, then the institution's reputation in the community it is established to serve will be enhanced. But, if teacher evaluation is looked upon as a means to identify and punish poor performers by management and the union, the reputation of the institution will not be enhanced because instructional improvement will not occur in any consistent or organized fashion.

SUMMARY

If one reviews the trend which is occurring across the country as more and more institutions enter into collective bargaining processes with their faculty, one can only conclude that there is in place an educational paradox. We continue to espouse a philosophy which says that the purpose of teacher evaluation is to improve instruction and achieve teaching excellence. But, at the same time, we place in our collectively bargained contracts such language as is contained in the Alaska contract.

Is it too late to reverse this trend? Let us hope not. However, those leaders in management and unions must carefully consider where they are headed. I am sure that there is a place for unions in higher education and that they will continue to flourish. What must occur is a reconsideration of direction and a new commitment to the community college concept that we are here to serve, not be served, and the best way we can serve is to deliver quality instructional programs. To insure that this occurs, we need effective teaching evaluation and the staff development processes necessary to afford our teachers the opportunities for improvement of instructional skills in order to achieve a reputation of excellence for the institution.

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The National Council of Instructional Administrators

The NCIA includes in its membership over 500 academic administrators including presidents, deans, chairpersons and coordinators.

By DAN MORIARTY

President, NCIA; President, Triton College

The "Conditions of Excellence" necessary to realize the full "potential of higher education" are inseparably linked to program, staff and organization development. The recent study of the National Institute of Higher Education, *Involvement in Learning*, makes clear that the full potential of higher education is yet to be realized. Essential to a greater realization of our educational promise is the leadership exerted by academic administrators precisely in the areas of staff, program and organizational development. The National Council of Instructional Administrators, an affiliate Council of the American Association of Community and Junior Colleges (AACJC) is delighted to associate itself with the *Journal of Staff, Program and Organization Development* in a common effort to promote the goals of higher education through increased emphasis on the development of our key resources—people and programs.

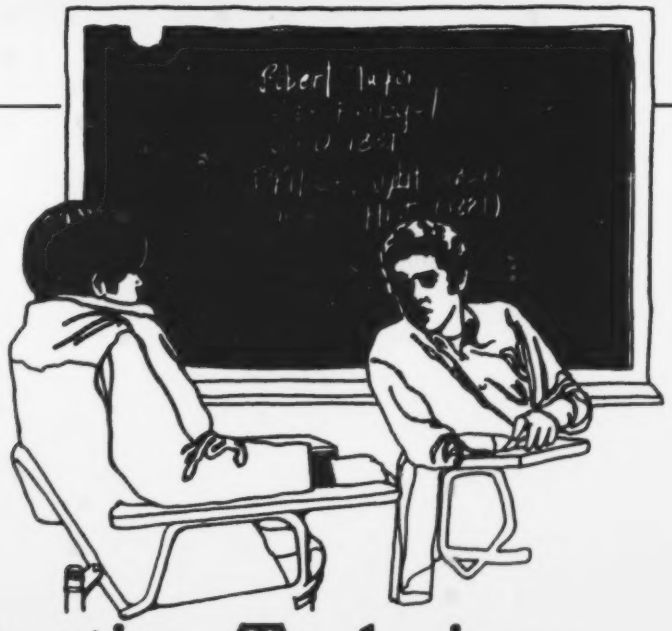
The NCIA includes in its membership over 500 academic administrators including presidents, deans, chairpersons and coordinators. It is a national voice for the opinions and concerns of its members and attempts to stay abreast of and influence policy on a state and national level. The recent policy statement of the AACJA on the associate degree, for example, was significantly influenced by the Council.

Council membership is separated into seven regions from coast to coast. In the current year, emphasis has been placed on regional activities, primarily through workshops on critical issues. Program assessment, merit pay, microcomputers in education, all have been topics of workshops in Illinois, Oregon and Maryland. Council members feel strongly that strong academic leaderships on the part of administrators is essential to institutional progress. At the upcoming national AACJC convention, Bill Christopher, our president-elect, will be presenting a forum focusing on this topic and entitled "Beyond Survival, Exerting Academic Leadership."

In the coming issues of this Journal, members of the NCIA will take an active role in addressing academic issues that challenge instructional leadership.

In addition to timely regional workshops and national forums, members of NCIA benefit from position papers on current topics (specialized accreditation), and special publications including bibliographies (marketing, microcomputers) and handbooks (honor programs). Members also are kept informed by the publication of a quarterly newsletter. Most importantly, opportunities are provided for academic administrators to discuss and think through issues that transcend local boundaries and that reverberate across the country.

In the coming issues of *SPOD*, members of the NCIA will take an active role in addressing academic issues that challenge instructional leadership. We are pleased to be associated with *SPOD* and have the opportunity to work with the editors to further the goals of higher education, especially among community colleges. We look forward to a productive relationship. We look forward also to promoting the work of the NCIA through the *Journal* and to enlisting other instructional administrators in that effort. For more information on the Council, please contact Don Goss, Treasurer, Volunteer State Community College, Gallatin, Tennessee 37866.



Using a Class Interview as a Formative Evaluation Technique

Student written evaluations of classroom instruction are often used in personnel decision-making, but they do not always provide timely or sufficient information to the instructors for improvement of instruction. The Class Interview provides an alternative.

By BETTY L. KYGER

STUDENT WRITTEN EVALUATIONS of classroom instruction have been conducted in colleges across the nation for many years and the results often used to assist with personnel decisions. This type of summative evaluation has been threatening to many faculty. It has also proven to be of little value for improving instruction because of the limited, quantifiable feedback and after-the-fact timing. The "Class Interview" is one of several formative evaluation techniques used to remedy this problem at Lincoln Land Community College. Through a class interview, instructors can discover immediately what their students consider to be effective and ineffective about the course structure as well as the teaching techniques and materials utilized, why students consider them to be so, and to what extent. A class interview can facilitate instructional improvement.

At Lincoln Land Community College (LLCC) this formative evaluation technique is strictly voluntary. It is conducted by an impartial third party in a non-threatening environment. The results of a class interview can be placed in a faculty personnel file ONLY by written request of the instructor involved.

This class interview technique is not unique to Lincoln Land Community College where it has been used strictly on a voluntary basis since 1978. Similar techniques are being researched and tried at other educational institutions. Brown (1978) has used an approach called "Class Discussion and Evaluation" with professors at Southern Illinois University as early as 1977. Clark and Bekey (1979), in conjunction with other researchers, experimented with a similar evaluation technique to use as an alternative method of ascertaining student perceptions on teaching. He developed the "Small Group Instructional Diagnosis" (SGID) as an information-gathering process for teachers at midterm. In the process, classes are divided into smaller units that discuss the course according to a structured process. A faculty colleague is trained to serve as the facilitator. Also studying the SGID technique, Redmond (1982) reported research evidence that student motivation is positively impacted through the use of the evaluation technique.

Kuh and Ransdell (1980) have conceptualized still another, yet more structured, formative group evaluation design called the "Evaluation by Discussion" process. Unlike the other techniques mentioned above, this five-phase design includes an evaluation team, a panel of experts, and several data-gathering modes.

The Class Interview as used at LLCC is a more simplified process than either the SGID method or the Evaluation by Discussion process, yet it still serves the purpose of providing immediate feedback to the instructor which may be used to facilitate instructional improvement.

Implementation Process

The process for implementing a class interview at LLCC begins with a written request by an instructor to the educational development officer (EDO) to conduct an interview with a specific class. Prior to the scheduled classroom visit, the instructor provides a list of questions or concerns on which feedback is desired. During the class interview, the EDO attempts to include the questions or concerns, although the students' concerns take precedence in the time allotted.

At the beginning of the interview, the instructor introduces the EDO to the class, explains the purpose of the interview, then leaves the class. The EDO initiates the discussion concerning the course, the materials used, and the teaching techniques. The EDO attempts to solicit both positive and negative feedback from the students. When negative comments are presented, the EDO requests suggestions for alternative remedies.

After discussing each concern, the students are asked to indicate by show of hands whether they are in agreement, disagreement, or feel neutral toward the concern. Approximate percentages of consensus along with significant anonymous comments are recorded for each concern that is discussed. For example, a sample feedback item might be, "Students would like more opportunity to discuss some of the lesson topics instead of total class time devoted to lecture: 65% agree, 25% disagree, 10% neutral." The EDO prepares a written report which includes the itemized concerns in the order of discussion, the response percentages, and any significant comments about students' reactions and behavior during the interview. No student identities–of either positive or negative responding students–are revealed.

After the report is completed, the instructor schedules a conference with the EDO to discuss the interview results. Together, they establish appropriate objectives and strategies for improving that specific class. To maintain the credibility of the interview technique with the students, the instructor acknowledges the receipt of the written report by reading to the class at least one positive and one negative concern from the report, and by informing the class how he or she will attempt to change or improve the matter of concern.

Time lengths for class interviews vary from 15 to 50 minutes, depending upon the responsiveness of the class, number of students, and the amount of time the instructor allocates to the activity.

Results

Since the Class Interview technique was first tried at LLCC in the Fall, 1978, approximately one-fourth of the tenured instructors have voluntarily requested the EDO to conduct one or more class interviews. Each of those instructors indicated, during the post conference session with the EDO, that the technique was effective in identifying specific information which served as a catalyst in instructional improvement. For example, some instructors have changed their teaching behaviors in such specific ways as constructing clearer test items, testing at more frequent intervals, soliciting more student participation during class, providing key lesson outlines for notetaking and studying purposes, using more of a variety of teaching methods within the classroom, and increasing the use of visuals during presentations. The list goes on and on.

Based upon personal experiences, instructors at LLCC noted several advantages in using the Class Interview technique. The major advantage is the immediate, specific feedback furnished along with the information provided by percentages of students' reactions to each concern. The timeliness enables the instructor to react promptly to the identified concerns or to increase the effective teaching techniques while the students may still benefit from the change. It often reassures the instructor that the teaching techniques being used are effective from the students' viewpoints. It also eliminates surprises for the instructor at the end of the semester such as students' perception that a teaching problem existed.

In addition, the Class Interview serves as another communication link between students and instructors. Students have demonstrated that they will often discuss, as a group and with an impartial third party, both positive and negative concerns which they may be reluctant to write on the formal student classroom evaluation forms

or discuss directly with the instructor.

A disadvantage is the necessity of a third, impartial person to conduct the interview. For those institutions lacking an instructional specialist as a support service, a faculty colleague could be trained for the task. It is important, however, that the students not be familiar with the third party as an instructor in another class.

Conclusion

The Class Interview may sound like a relatively simple formative evaluation technique, and in most cases at LLCC, it is! Instructors who prefer highly statistical, sophisticated, formal evaluation methods would probably be uncomfortable with this technique. It is not a panacea for all instructional formative evaluation. It is only one of several options for formative evaluation. Instructors at LLCC who have voluntarily used the Class Interview as one alternative source of evaluation have found it to be effective in identifying specific instructional strengths and weaknesses.

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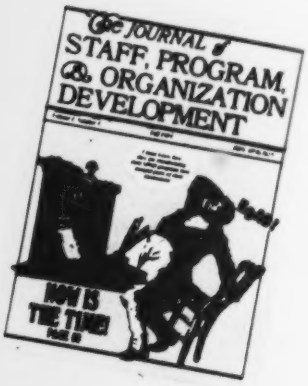

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Student Evaluation as a Component of Systematic Instruction

Student evaluation of instruction is one of the six components of systematic instruction at Hinds Junior College. From over 150,000 student evaluations, the authors found that the process has strengthened the instructional program.

By MICHAEL J. RABALAIS and J. DAVID DURHAM

SINCE THE PRIMARY MISSION of our college, as of any community college, is the teaching-learning process, it seems appropriate and reasonable to assess the effectiveness of the process. Student evaluation, which is a component of the systematic approach to instruction, is one of the ways the teaching-learning process has been assessed at our college for the past thirteen years. During this period, we have used student evaluation primarily to improve the total educational process.

In addition to student evaluation, the other components of systematic instruction at Hinds Junior College are (Rabalais, 1983):

1. Focusing on the outcome of instruction in student learning by providing students with a course policy sheet, unit objectives, and specific learning objectives.
2. Providing students with a variety of learning experiences through the use of print and non-print materials from the Learning Resource Center.
3. Placing students in the proper courses through appropriate testing, advising, and counseling.
4. Conducting orientation and faculty development for full and part-time faculty.
5. Continuing to refine the entire instructional process.

History of Student Evaluation at Hinds Junior College

The planning for college-wide faculty evaluation began at Hinds Junior College in 1970 when a faculty committee representing a cross section of the institution, in consultation with the academic dean, examined many different instructor evaluation forms and designed a rating scale form which consisted of questions the committee considered important to instruction. A draft of the rating scale was submitted to faculty members and student government association members for comments and suggested revisions.

This faculty evaluation instrument, consisting of fifteen items, was first administered by the entire faculty to all students during January, 1971. As soon as the results were available, the academic dean conducted a performance appraisal session with each faculty member. The main purpose of this session, then as now, was to focus on using student evaluation feedback to improve instruction. Since 1971, the entire process has occurred annually.

The student evaluation program has undergone

two comprehensive studies by faculty committees. In 1974, the academic dean appointed a committee to modify and improve the process. The academic dean, working closely with this group, served as the primary resource person. The committee made a significant contribution by recommending a new thirteen-item rating scale based on Dressel's functions of instruction (Dressel, 1976):

Motivation of students.

Guiding students toward new knowledge behavior and capabilities.

Provision of meaningful materials and experiences.

Feedback on progress.

Organizing learning experiences in a sequence.

Maintaining standards of performance.

The committee also recommended that a subjective form be added to include students' responses to these items:

Your instructor would like to know what you believe to be the most effective thing done in teaching this course.

Your instructor would like to know what specific things you believe might be done to improve instruction in this course.

Other comments.

The second comprehensive review of the student evaluation system began in December 1977, when the college was one of thirty institutions selected for participation in the Southern Regional Education Board's (SREB) faculty evaluation project, which was supported by a grant from the Fund For the Improvement of Postsecondary Education. After a two-year study of the system, the four-member college SREB team recommended that the existing thirteen-item scale be retained as a model for student evaluation of faculty but that the questions be rearranged and grouped according to Dressel's functions of instruction. The revised rating scale was first used in the Fall semester, 1980, and remains unchanged to this date. The present version of the rating scale is an optically scanable form provided by National Computer Systems (NCS form no. 11915).

Present System and Process of Student Evaluation

All faculty, full-time and part-time, are evaluated by their students a minimum of once each academic year, usually in the fall just after mid-semester. The first year a person teaches, he or she is evaluated during two consecutive semesters. Approximately two weeks prior to the evaluation week, the academic dean and the vocational-technical dean send to their respective faculty members a memo detailing the evaluation procedure. A computer-generated card with the faculty member's name and evaluation number is attached to the memo. During any class period within the designated week, each faculty member reserves fifteen minutes at the beginning of the period for the process. He or she passes out forms and pencils, selects a student helper, writes his or her evaluation number on the chalkboard, answers any questions, and leaves the room. The helper puts the completed forms in the labeled envelopes, collects pencils and unused materials, and informs the teacher when all have finished. The helper also carries the sealed envelope to a collection point, usually a department office.

The process has as its main feature simplicity of administration, involvement by department chairman, and anonymity for the students. After forms are completed, faculty do not view them or see the results until after final grades are submitted. This procedure ensures that students will feel free to express their opinions.

At the end of the week, the completed rating scales are collected in a central location and readied for processing. A separate report for each faculty member is generated by merging all of the raw evaluation data for that individual. This report shows the number of students responding with a 1, 2, 3, etc., for each of the thirteen questions, percentages for each of these, the average score for each question, and the total number of students responding to each question. Table 1 shows the thirteen questions listed on the Student Evaluation rating scale and also gives an example of the results received by a faculty member.

The report is produced in triplicate, and copies are forwarded to the personnel files, to the appropriate dean's office, and to the faculty member's department chairman.

The first year a person teaches, his or her subjective forms are copied and reviewed by all supervisory personnel, and the copies are placed in the personnel files. The originals are given to the new teacher at the performance appraisal session and reviewed at that time. After the first year, the subjective forms are viewed only by the teacher. Unlike the rating scale summary sheet, the subjective forms provide a by-class evaluation since they are returned in the original envelopes bearing the course and section number.

Department chairmen play a vital role in all

phases of the evaluation process. They distribute materials, collect completed forms, and retain all subjective forms for all but first-time faculty until the end of the term. More importantly, at the end of the term, or early during the following term, department chairmen conduct the performance appraisal session with each of their faculty, full- and part-time. At this session, the department chairman and the faculty member review the rating scale results (Table 1). In addition, there is usually a discussion of overall performance, of problems, and of goals and objectives related to instruction.

To supplement the review of the summary report a percentile sheet is given to each faculty member. This sheet is prepared by the academic dean's office using the raw data to determine the percentile ranking of averages for each of the thirteen questions. For example, the current version of this sheet shows that the percentile range 1%-15% corresponds to a score range of 3.79 to 4.39 for question No. 1 for full-time faculty. The sheet also shows the ranges of 16%-42%, 43%-65%, 66%-87%, and 88%-99% for each question and is broken down by full-time and part-time faculty. Rather than showing each percentile from 1 to 99, these five ranges were chosen to permit all the information to be listed on

TABLE 1

Student Evaluation Rating Scale Summary Sheet

NAME IS JOHN SMITH—ENG 1113-01—SPRING 1984

QUES	1		2		3		4		5		6		TOT	
NO	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	RES	AVG
1	0	0.0	0	0.0	0	0.0	7	30.4	16	69.6	0	0.0	23	4.70
2	0	0.0	1	4.3	1	4.3	3	13.0	18	78.3	0	0.0	23	4.65
3	0	0.0	0	0.0	0	0.0	4	17.4	19	82.6	0	0.0	23	4.83
4	1	4.3	2	8.7	0	0.0	6	26.1	14	60.9	0	0.0	23	4.30
5	0	0.0	0	0.0	5	21.7	4	17.4	14	60.9	0	0.0	23	4.39
6	0	0.0	0	0.0	1	4.3	7	30.4	15	65.2	0	0.0	23	4.61
7	0	0.0	0	0.0	3	13.0	2	8.7	17	73.9	1	4.3	22	4.64
8	0	0.0	0	0.0	0	0.0	6	26.1	15	65.2	2	8.7	21	4.71
9	0	0.0	0	0.0	0	0.0	1	4.3	22	95.7	0	0.0	23	4.96
10	0	0.0	0	0.0	0	0.0	6	26.1	17	73.9	0	0.0	23	4.74
11	0	0.0	0	0.0	0	0.0	3	13.0	19	82.6	1	4.3	22	4.86
12	0	0.0	1	4.3	3	13.0	2	8.7	16	69.6	1	4.3	22	4.50
13	0	0.0	0	0.0	4	17.4	5	21.7	14	60.9	0	0.0	23	4.43

OVERALL AVERAGE = 4.64

THE QUESTIONS ARE:

1. **Stated clearly the objectives and requirements of this course.**
2. **Stated the requirements necessary to receive a certain grade.**
3. **Seemed to be adequately prepared for each class meeting.**
4. **Showed a positive attitude toward students.**
5. **Attempted to get me interested in this course.**
6. **Provided the needed learning experiences.**
7. **Was open to student questions and class interaction.**
8. **Was available for individual help.**
9. **Returned graded work promptly or otherwise kept me informed of my progress.**
10. **Based graded work on assigned material.**
11. **Was fair in grading student work.**
12. **How likely would you be to recommend this instructor to anyone else?**
13. **Overall, how would you rate this instructor?**

a single sheet. The size of each range was chosen to include approximately equal populations.

Faculty are encouraged to locate their average score for each question on the percentile sheet and, thereby, determine their rank with respect to their colleagues.

Lessons Learned

We feel we have learned several important points from over 150,000 student evaluations completed at Hinds Junior College.

The student evaluation process is an appropriate method of assessing teaching effectiveness of community college teachers and can serve as a quality control measure.

The rating scale results and the subjective comments cause faculty to reflect on their own instructional practices, and as a consequence, they take the process seriously. The rating scale results measure items specifically related to systematic instruction. The subjective comments provide feedback in other areas of concern to students, such as mannerisms, personality traits, general classroom atmosphere, not covered by the rating scale.

Student evaluation as a component of systematic instruction communicates clearly to faculty and students that student opinions are valued.

Faculty will accept a system of evaluation which has as its purpose improving instruction and which bears a close relationship to the instructional process.

Systematic instruction combined with a comprehensive evaluation process involving administrators, faculty, and students, leads to a high degree of student satisfaction with instruction. The overall rating has risen steadily since the beginning and now approximates 4.5 on a 5 point scale for most of the questions.

There are no significant differences between full-time and part-time faculty as measured by the rating scale.

We have discovered a tendency to associate the ratings/values as 1/poor, 2/fair, 3/average, 4/good, 5/excellent. In fact, early versions of the rating scale carried these values; however, the actual average scores are skewed toward 5. Students tend to rate most of the faculty from 3 to 5; therefore, teachers who score near 3.0 on a question are generally in the lowest 5% and thus far from "average." The use of the percentile sheet, which was described earlier, provides a much-needed normalizing feature to the process to counteract this tendency.

Last, we found that faculty who are marginal performers as measured by student evaluation can improve with proper intervention and that the percentile ranking process provides a method for selecting these faculty. Those faculty who rank in the lowest 10-15% question-after-question and year-after-year are selected. This procedure allows us to identify correctly those in greatest need of help while at the same time limiting the size of the group so that we can work effectively with these individuals. Also, since the process identifies the same faculty about whom student complaints are most often received, the validity of the entire evaluation process is strengthened. These faculty are counseled by their dean and department chairman and are prescribed individualized plans of improvement. In the majority of cases, significant gains have been realized as a result of this positive approach toward intervention.

Summary and Conclusions

In summary, student evaluation has strengthened our excellent instructional program and has endured for thirteen years through three academic deans and two college presidents because we: began with an existing systems approach to instruction and added student evaluation as a component rather than as a separate system; involved faculty, students, and administration in implementing the system; based the process on an accepted instructional model such as Dressel's; used the results in a positive manner by focusing on improving instruction; kept records to provide continuity and to make long-term decisions; and kept the process simple.

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Impacting Teaching Practices: Evaluating Dissemination Efforts

By SUANNE D. ROUECHE

THE WIDESPREAD GROWTH of community and junior colleges during the 1970s effectively hastened their break from former professional associations and alliances with local public school boards or universities and encouraged them to develop and strengthen new affiliations. They looked to creating national linking mechanisms; two notable examples of these efforts were the American Association of Community and Junior Colleges and the League for Innovation in the Community College. As community/junior colleges matured, it became obvious that some were not being served as well as others or participating equally; some were clearly enjoying the results of shared information, and others were struggling to reinvent the wheel.

To counter this imbalance, as well as to further enrich existing successful staff development programs, the Community College Leadership Program (CCLP), housed in the Department of Educational Administration at the University of Texas at Austin, founded the National Institute for Staff and Organizational Development (NISOD) in 1977. Complementary funding from the Kellogg Foundation, the Fund for the Improvement of Post Secondary Education, the National Institute for Education, and the Exxon Education Foundation allowed the CCLP to tackle an ambitious effort: to establish a base from which to disseminate information about successful innovations in teaching and learning.

During the first year of its existence, three major dissemination efforts were begun: (1) *Linkages*, a bi-monthly newsletter (Kellogg-funded) for sharing new programs and effective staff development practices among member colleges, was mailed to all member institutions to be distributed to faculty; (2) the *Series in Creative Teaching*, 48 "how-to" booklets on new practices in community college teaching (FIPSE-funded), were developed and disseminated to member colleges; (3) a research grant (NIE-funded) supported a three-year project

to study literacy development in the community college and provide a comprehensive final report for a national readership.

A fourth dissemination effort was begun after one year: a weekly publication—*Innovation Abstracts*, a one-page, two-sided flyer designed to share timely and practical tips about successful innovations in teaching and learning (Kellogg-funded). One copy was sent to the president of each member college, and individual copies were sent to five other key staff members; as well, fifty copies were mailed to an individual on campus designated as the NISOD contact with primary responsibility for distributing the weekly issues to faculty and staff. Intended as an effective, low-cost staff development vehicle for disseminating innovations, our hope was that the *Abstracts* would take its place as a major contribution of NISOD membership. (*Innovation Abstracts* are now published with partial support from the W. K. Kellogg Foundation and the Sid W. Richardson Foundation.)

DISSEMINATION RESEARCH

In the effort to design a most effective product and dissemination strategy, the NISOD staff looked to discover some indicators of product/dissemination successes. At first glance, it appeared that potential sources of information were plentiful. We found that between Rogers' *The Diffusion of Innovations* (1962) and Rogers and Shoemaker's *The Communication of Innovations* (1971), three times as many publications about dissemination had been written as had been written in the previous thirty years (p. xvii). But while several significant studies on dissemination in educational organizations had been published, few contributed to a deeper understanding of dissemination (Rogers and Shoemaker, 1971). And while Johnson's *Islands of Innovation Expanding* (1969) and Cohen's *Dateline:79* (1969) provided some history of leadership in innovation development and implementation in the community college arena, there was a great void of research on the dissemination of innovations to these institutions.

There were several studies, however, that provided some strong direction to our planning and design. Emrick, Peterson, Agarwala-Rogers' (1977) major study of the National Diffusion Network contained several key findings especially appropriate for us—specifically, that initial awareness of innovations could be facilitated through:

- materials which were concise, attractive, and which stimulated interest with a minimum of effort;
- redundant tactics such as repeat mailing, personal follow-up;
- activities directed to multiple segments of the target population;
- use of high-volume approach tailored to the interests and orientation of the target audience (p. 94).

Rogers and Shoemaker (1971), in their compendium of research findings in diffusion, found that:

- mass media channels are relatively more effective at the knowledge stage and interpersonal channels are more effective at the persuasion stage for diffusing innovations (p. 382);
- cosmopolite channels are more important at the knowledge stage and local channels are more important at the persuasion stage in the innovation decision process (p. 383).

Many researchers isolated a key variable in the success of information dissemination strategies—some kind of personal interaction was essential to the adoption of an idea or innovation. This finding became a crucial issue in our discussions.

Equally important was Rothman's (1974) finding that the content of the innovation message was a more critical factor than the channel used to send the message. Moreover, the content must be clear, compatible with user values, and easy to implement. As a result, we determined that the editing process of the *Abstracts* must be committed to providing clear, concise (jargon-free) descriptions of the teaching innovations with an emphasis on the practical utility of the approaches and their applicability to classroom faculty.

Over all, we believed that our final dissemination model reflected the major messages in these empirical findings; furthermore, we believed that if our distribution strategy increased broad awareness and use of new teaching strategies, it would represent a significant low-cost contribution to improved practice. We planned to meet our own dissemination goals by consistently evaluating the effectiveness of *Innovation Abstracts*. As well, we planned to document and share the effective internal dissemination practices we identified as a contribution to existing dissemination research in educational organizations.

EVALUATING THE *ABSTRACTS*

"Evaluation of people, departments, and programs is a major activity in almost any organization. Evaluation efforts often consume substan-

tial time and effort and produce lengthy reports that are presented with considerable ceremony in formal meetings. Yet the results typically disappear into the recesses of people's minds or to the shelves of administrators' offices" (Bolman and Deal, p. 179). Unfortunately, the traditional press to evaluate often is accompanied by additional presses of time and uncertainty over procedures and finding. That is, evaluation—if conducted at all—is typically a mere shadow or hint of what it ought or could be. More frequently, evaluation of program or strategy outcomes are "best guesses," fond wishes, future plans, and/or blatant lies. Evaluation can be helpful; it can be painful; it can be positively affirming; it can be strengthening; it can be time-consuming; it can be useless if conducted haphazardly and without careful thought about its intended purposes; it can be enlightening. But if never effected, it seriously questions the traditional professional regard for achieving and maintaining the integrity of a service.

It was decided early that evaluation, in this organization, would not be a symbolic gesture. Useful data would be gathered, and once gathered, would not sit idly on an office shelf or in file drawers. It would be used to answer the basic, on-going questions about *Abstracts'* effectiveness: are the topics useful and is the total dissemination strategy working? Therefore, appraisals of this staff development service have been conducted annually and the evaluation results conscientiously applied to decisions about *Abstracts'* topics, formatting, distribution, and other related dissemination strategies.

FORMAL EVALUATION

Formal evaluation of regular issues of *Innovation Abstracts* and each special series of the *Abstracts* is a commitment the NISOD staff keeps to itself, its member colleges, individual and library subscribers, and recipients of special series. Strategies for evaluating this publication have not varied significantly from one year to another: we have used various combinations of Likert-type scales, open-ended questions, and multiple-response (check list) items; we have surveyed our designated NISOD college contacts, random numbers of special series' recipients and individual subscribers, and our *Abstracts'* authors. Our most serious interest is keeping in touch with how the *Abstracts* are distributed, how they are received, what difference they make to the institution, and what changes the readership and authors would suggest to improve them. Another interest is in preparing a survey that will gather important information without creating an extraordinary drain on the respondent's professional time. That is, we follow our *Abstracts'* commitment: getting as much information in as brief a time as possible. *We want the survey to be answered!*

Obviously, we prefer open-ended questions that offer respondents opportunities to give us as much detailed information as possible—e.g., *exactly* what strategies do you use to monitor faculty use of ideas found in *Innovation Abstracts*, *exactly* what has happened in your institution that is a direct result of interest in an *Abstracts'* topic, what improvements would you suggest for the *Abstracts*, *exactly* what distribution problems do you have, and so forth. But we gather most information with short-answer or one-word responses: how many faculty (and percent of all college personnel) receive *Abstracts* each week, do part-time faculty receive *Abstracts*, what uses do you and faculty make of the *Abstracts* (check response and supply additional), how often do you contact an *Abstracts'* author, is the bibliographic information sufficient, are any audiences on your campus missed with *Abstracts'* topics.

Clearly, in an effort to be conservative with respondent's time, we must ignore the natural urge to collect all of the finer pieces and, instead, produce a broader picture of our effectiveness. We recognize that numbers of reader-responses are never tapped at all. While all of these realities are disconcerting, we are frequently reminded that our supply of informal evaluations goes a long way toward filling what we consider to be significant holes.

INFORMAL EVALUATION

While the annual formal evaluations are important "benchmarks," if you will, the informal evaluations are perhaps the more telling and consistent indicators of effectiveness. As are the formal responses to our surveys, these informal indicators are carefully documented and become an active contribution to our formative evaluation strategies.

As would be expected of any publication that reaches this large a readership—over 60,000 per week, responses to issues arrive almost daily. These letters and calls cover a variety of topics: to mention a few—personal reactions to articles, new campus developments and classroom strategies prompted by descriptions of innovations, intentions to share a published innovation with a special group outside NISOD membership, our

authors providing word that readers are responding to their articles, copies of campus newsletters with special features on quotable quotes and capsulated versions of recent *Abstracts'* issues, authors/publishers of new texts requesting permission to reprint issues, requests for subscription information from non-NISOD members who have received *Abstracts* from a friend or a special series mailing list, high school districts and university development offices requesting permission to reproduce issues for their faculty, library subscribers calling for an additional copy of a particularly popular issue after its mysterious disappearance from their collections, submissions of practitioner-prepared manuscripts that have been prompted by the reading of an earlier *Abstracts*.

RESPONSES TO EVALUATIONS

These responses to *Abstracts* confirm that issues are being read by ever-expanding audiences. They confirm that more often than not we choose topics that have sufficient value to stir readers into proactively acknowledging particularly important weekly issues. They record that *Abstracts'* topics are prompting change. And they appear to suggest that *Abstracts* have assumed an important professional place among dissemination strategies: readers are finding the publication significantly worthy of their efforts to prepare and submit articles about innovations for review as potential issues.

So what indications are there that the evaluations influence our behavior? Some are obvious to long-time readers. Our format has changed visibly: word processor copy has been replaced with clean typeset for a neater and more readable appearance. Texts contain more side headings, and listings frequently replace lengthy passages of prose. Color-coding the issues to correspond with topical categories was abandoned as the range of topics was significantly expanded and the cleaner distinctions between categories became too clouded. We strengthened our effort to remain more practical than philosophical; and we actively recruited more manuscripts from practitioners, particularly in those areas less frequently represented in our issues and those requested by survey respondents. We decided to include several whimsical pieces—views to the lighter side of the teaching/learning experience—in every volume.

WHAT WE HAVE LEARNED

In broad brush strokes, we report that there are at least two distribution strategies that significantly affect the success of the *Innovation Abstracts'* service. (1) Those colleges providing *every* faculty member (full- and part-time) and administrator with *every* issue of *Abstracts* report the *highest incidences of positive response*—individually and institutionally—to adoption of teaching/learning innovations. Such blanket coverage requires that either the institution or NISOD (for an additional modest fee) prepares the necessary number of copies for distribution to the total faculty and staff; more and more colleges are making these arrangements. (2) Colleges providing strong institutional commitment to regular and personal contact with faculty about *Abstracts'* topics report high levels and broad acceptance of improved classroom strategies and teacher/administrator mutual support for teaching excellence. For example, many colleges offer regularly scheduled brown-bag luncheon meetings in which faculty and administrators informally drop in to discuss the latest *Abstracts'* topic.

In brief, if NISOD materials are carefully and methodically distributed to faculty and staff with weekly regularity, our research documents that college personnel will not only read them but actually incorporate the ideas into their own teaching practices. In the interest of improving this on-going—and reportedly successful—staff development service, evaluation is alive, is well, and will continue!

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Post-tenure Faculty Evaluation: Anomaly or Reality?

By CHRISTINE M. LICATA

CONVERGING ECONOMIC, cultural, political and demographic elements in the higher education environment have coalesced recently to create general interest in the topic of post-tenure faculty evaluation. A recent search of related literature uncovered philosophical and theoretical support for the concept of post-tenure evaluation, but very little descriptive data related to the process and practice of post-tenure evaluation was uncovered. For the community college, it was almost non-existent.

A recently-completed study attempted to fill this research void by investigating, then describing the current status of post-tenure faculty evaluation as it specifically related to the community college.

METHODOLOGY

The research sample consisted of community college institutions belonging to the League for Innovation in the Community College. Nine colleges out of this eighteen member consortium agreed to participate. A survey questionnaire was constructed and administered to faculty and administrators in the participating institutions. This questionnaire sought to determine if formal post-tenure evaluation exists in community colleges; what the primary purpose for post-tenure evaluation is; what sources of input are utilized; what criteria are utilized; how effective the post-tenure evaluation is perceived to be; what differences of opinion exist between tenured and non-tenured faculty and administrators relative to the purpose and process of post-tenure evaluation; and what changes can be suggested to improve present faculty evaluation plans. (Of 1290 questionnaires mailed to tenured and non-tenured faculty and 421 mailed to administrators, a total of 856 were returned—50.1 percent.)

FINDINGS

1. Over 77 percent of the respondents indicated that formal post-tenure evaluation did exist at their institution, and approximately 94.8 percent agreed there should be post-tenure evaluation.

2. The majority of administrators and faculty (56.8 percent and 45.9 percent respectively) worked in institutions where the primary *stated* purpose for post-tenure evaluation was faculty development and improvement. Furthermore, when asked what *should be* the primary purpose, the results showed little change, with the majority of administrators and faculty (44.2 percent and 36.3 percent) indicating that the desired purpose should be for faculty development and improvement.

3. Interestingly, both administrators (59.1 percent) and faculty (49.6 percent) reported that the primary stated purpose, as well as their own preferred purpose for pre-tenure evaluation, was to provide information for personnel decisions. Thus, a difference in purposes for pre- and post-tenure evaluation was reported.

4. The criteria most frequently used in the post-tenure evaluation process as cited by both administrators and faculty were: classroom effectiveness (66.5 percent), contributions to department/division (51.0 percent), attendance and reliability (49.9 percent), campus committee work (49.5 percent), course or curriculum development (44.2 percent) and innovation in teaching methods (42.3 percent). Of these criteria, classroom effectiveness unanimously received the most emphasis in each institution's plan. When asked, "Which criteria in an 'ideal' post-tenure evaluation process were preferred as the most influential?" the respondents chose the same top five criteria that they indicated were presently being utilized.

However, the majority of respondents indicated that changes were needed in the evaluation criteria to better accommodate individual faculty interests and department/division priorities.

5. There was general disagreement that the criteria used to evaluate tenured faculty should differ from the criteria used to evaluate non-tenured faculty.

6. Both faculty and administrators strongly agreed that there should be multiple sources of input to post-tenure evaluation including administrators, peers, students, and self. The data also indicated that the respondents worked in institutions that presently provide for multiple participants in the process with the department/division chairperson almost universally rated as the key participant.

7. A majority of respondents (50.2 percent) indicated that the post-tenure evaluation is shared with the evaluated faculty member but that the faculty member is then left to his/her own devices to correct any weaknesses. Following from this, other cited problems associated with post-tenure evaluation plans were the lack of a significant reward system for outstanding performance (52.7 percent) and ineffective implementation of a faculty development plan to complement post-tenure evaluation (38.8 percent).

8. In terms of effectiveness, the majority of respondents indicated an uncertainty about the effectiveness of post-tenure evaluation in accomplishing its stated institutional purpose. Further questioned, the majority indicated that the post-tenure evaluation system does not provide an effective mechanism to measure competence or incompetence. As might be expected, the respondents also indicated that 1 percent or fewer of all post-tenure evaluations in the last five years have been unsatisfactory.

9. Recommendations made for changes in present post-tenure evaluation plans included the following:

a. Evaluation should be more supportive and less threatening by more emphasis and direct tie to faculty development.
b. Criteria for evaluation should be more specific and objective, helping to reduce subjectivity.
c. A substantial reward system should be developed.
d. Student involvement should be increased.
e. Frequency of evaluations should be decreased with option that evaluation will occur if circumstances warrant.
f. Evaluation plan should include criteria related to individual faculty/divisional goals.
g. Evaluation needs more rigor and clout to be taken as a serious process with consequences.
h. Evaluation plan should include evaluation criteria related to individual faculty and/or divisional goals (growth contract concept).
i. Peer involvement should be increased.

RECOMMENDATIONS

Insofar as one can generalize from this sample to the community college population at large, these findings suggest that formal post-tenure evaluation as a process is a reality in the community college sector. However, the data do not support the notion that it is an effective process. Therefore, the following recommendations bear consideration:

1. Post-tenure evaluation needs to have a direct linkage to a formalized faculty development program. Institutional resources must be available to provide growth and remediation opportunities. Likewise, rewards as well as consequences need to be clearly established. If such development opportunities and rewards are not available, institutions should critically and seriously question the value of even engaging in the process of post-tenure evaluation.

2. The growth contract concept should be re-evaluated and re-examined as a means to allow a tenured faculty member, working in conjunction with his/her supervisor, the opportunity to develop an individualized plan of work and/or to mutually agree upon the criteria to be used in the evaluation.

3. Since pre-tenure performance is an integral factor affecting post-tenure performance, serious consideration should be given to an extension of the probationary period to allow time for a more thorough assessment of a faculty member prior to the award of tenure.

CONCLUSION

Designing and operationalizing a post-tenure evaluation process that nourishes faculty growth, recognizes faculty accomplishment and fosters faculty improvement is no easy task. Sufficient financial and manpower resources are requisite. In the final analysis, an individual institution must decide if such a process is feasible given the varying constraints incumbent upon it. However, if we continue to support the notion—which so many have

for so long—that the faculty is the "university," then institutions facing ever-aging and immobile faculty must out of necessity address the issue of faculty vitality and the quality of faculty worklife.

Based on the present study, post-tenure evaluation—when driven by faculty input, accompanied by adequate institutional resources, and designed specifically for the purpose of faculty development—finds support among community college faculty/administrators and is seen as a viable strategy for institutional renewal.

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CASEBOOK

Student Travel–High-risk Activity!

Institutions must establish appropriate policies and procedures and adhere to them in order to manage high risk activities.

By HILDA F. OWENS

All activities that involve student travel are high risk activities, and appropriate policies and procedures need to be established and adhered to in order to manage related risks. *Whittington v Sowela Technical Institute, et al.*, 438 *So.* 236 (1983), is helpful in reviewing several aspects of such travel.

Wanda Whittington and 15 of her fellow classmates in the senior nursing class at Sowela Technical Institute, located in Lake Charles, Louisiana, were engaged in a field trip to Houston, Texas, to tour Anderson Hospital. Prior to the trip, all students, including Mrs. Whittington, signed a release form indicating voluntary participation in the trip and relieving Sowela of any and all liability associated with the trip.

The 18 persons from Sowela (16 students and 2 faculty) were riding in a 15-passenger van that had been rented by and was driven by Jean Teel, one of the students. While proceeding down an interstate highway, the van was "tailgated" by an "18-wheeler" tractor-trailer desiring to pass. The van left the main portion of the highway and went onto the shoulder. As Teel attempted to drive the van back onto the highway, she lost control of the van and it overturned, resulting in fatal injuries to Whittington and another student and multiple injuries to other passengers.

Mrs. Whittington's husband brought suit both personally and on behalf of Mrs. Whittington's minor son. The trial court entered a judgment in favor of the husband and the son. The trial jury and the trial judge differed in the amount of monetary damages assigned. *The judgment was appealed.*

Among the legal questions posed were the following: (1) Did the "release" form signed by the student absolve the institute of liability associated with the trip? (2) Was the institute negligent in connection with the trip? (3) Was the student driver negligent?

Although the fatally injured student had signed the release form, the court concluded that the context surrounding the execution of that document negated her statement and negated it as a legal contract. The court noted that although participation in the trip was called "voluntary" there was significant involvement (i.e., trip planned annually, credit hours awarded for graduation, no alternate class for those not attending tour, presence of faculty) that indicated that the trip was in fact "required." The court further determined that Sowela dictated the terms of the contract in such a manner that Mrs. Whittington could not give her free and deliberate

consent, and, therefore, the invalid "contract" did not absolve the institute from liability.

In spite of the argument that Teel was not acting for the institute, the court held that Teel, the student who signed the rental agreement and drove the van, acted as an agent for the institute. The court further reasoned that the existance of the trip rested solely with the institute and its administrative staff and the institute did have liability for the actions of the driver in that the institute had as much control over the time and physical activities as any employer has over a compensated driver.

As a curriculum-related trip, the court reasoned that the institute owed a duty to its students to provide transportation under safe conditions and that a greater degree of care must be exercised if students are required to engage in an activity where it is reasonably forseeable that an accident or injury may occur.

The court also ruled that under the circumstances surrounding such a field trip(s), the institute failed to have a uniform policy for the transportation of students. If a more experienced driver had been chosen, declared the court, accident and injury may have been averted. It also noted that the two faculty members required to accompany the students were in charge in the same way they would have been in the classroom and that they knowingly and negligently approved of an overcrowded condition in the van by allowing 18 persons to travel in a 15-passenger van and by permitting Teel to continue driving the van after several complaints had been voiced about the speed and control of the vehicle.

Although the defendants argued that the students were engaged in a "joint venture," the court ruled that the involvement of the students in raising the funds for the entire expense of the rental of the van and the gasoline costs was insufficient to establish the creation of a joint venture. The institute, it was concluded, was negligent.

With regard to negligence on the part of Teel, the court concluded that the evidence indicated that the driver was negligent. She permitted an overcrowded van, drove at excessive speed, and failed to maintain control of the vehicle. Since the students were not permitted to drive their own vehicles, both the driver and the institution had a duty to make every reasonable effort to assure safe travel.

The appellate court upheld the trial court's ruling on the negligence of the institute and the driver as well as the fact that the "release" form did not absolve either of liability for the injury. The appellate court reconciled the different awards made by the trial jury and the trial judge by awarding Mrs. Whittington's husband $179,395 and her minor son $226,781 for a total award of $406,176.

Dr. Hilda F. Owens is a frequent writer and speaker on the topic of risk management. She may be contacted at Educational Consultant Services, 346 Rutledge Place, Columbia, S.C. 29210 or at (803) 798-2784. Her most recent publication is *Risk Management and the Student Affairs Professional*, published by the National Association of Student Personnel Administrators.

REVIEWS

Articles for Staff Developers

Abstracted from current issues of leading journals, these articles are recommended for staff developers.

By ALI NAZARI-ROBATI

Lin, Yi-Guang, Wilbert J. McKeachie, and David G. Tucker. "The Use of Student Ratings in Promotion Decisions," *Journal of Higher Education*, V. 55, No. 5 (September/October, 1984): pp. 583-589.

With the competitive academic market and evidence of tenured positions growing scarce, promotion criteria are becoming ever more stringent. This article reports a study which examined the effects on promotion decisions of two different methods of presenting data from student evaluation/ratings: statistics and direct quotations; and statistical evidence alone. Simulated promotion dossiers, student evaluations, ratings, and departmental norms

provided data concerning teaching effectiveness ability of hypothetical candidates from four fields—experimental, social, physiological, and clinical psychology. The dossiers varied in evidence of teaching ability while indicating moderate research productivity for all candidates. The dossiers were evaluated for promotion by twelve senior faculty members of the Psychology Department at the University of Michigan. A post-evaluation questionnaire also assessed each judge's opinions about the relative weight that teaching ability and research productivity should be given in promotion decisions. The findings support the hypothesis that a combination of statistics and direct quotations from students is more effective than statistical evidence alone. Other conclusions are also presented.

Hernandez, M. Jean, and Rebecca L. Hamilton. "An Educational Approach To Employee Problem Drinking," *Journal of College and University Personnel Association*, V. 35, No. 2 (Summer, 1984): pp. 4-7.

Employees excessive use of alcohol, and problem drinking in general, is viewed as detrimental to the individual as well as to the organization where he or she is a member. This article provides the employer with educational methods to use in implementing a prevention program against employees' problem drinking. The essential steps involved in the program are: defining the problem to be addressed; identifying the methods; selecting an alternative plan which is tailored to the workplace; develop a plan to introduce the program in a smooth and appropriate manner; and communicate attitudes and expectations to staff members. The authors present a number of questions which can be helpful in defining personal attitudes and expectations. Also, references are made to a number of agencies that distribute free information on alcoholism. Upon successful conclusion of the program, it is believed that the majority of problem drinkers can recover to become dependable, productive employees once again.

Boyer, Carol M., and Darrell R. Lewis. "Faculty Consulting: Responsibility or Promiscuity?" *Journal of Higher Education*, V. 55, No. 5, (September/October, 1984): pp. 637-659.

While outside consulting has been viewed traditionally as an important form of public service in higher education, the main concern evolves around the impact of that consulting upon faculty's university responsibilities. This article attempts to shed light on the question of how academic institutions ought to view the costs and benefits of faculty consulting. It also provides some empirical evidence and a taxonomy that may prove useful to academic institutions as they develop guidelines governing faculty consulting. The recent National Research Council data on doctorate recipients were utilized, which suggests that faculty consulting has been overestimated and underappreciated. In lieu of the findings, it is also suggested that concern about increasing nature of faculty consulting is unfounded. The authors discuss in detail a number of topics and offer constructive suggestions.

Brown, William S. "Performance Review Instruments and Merit Pay Programs in an Academic Environment," *Journal of College and University Personnel Association*, V. 35, No. 1 (Spring, 1984): pp. 7-13.

The article gains insight into designing a successful performance review and merit pay program. Four major areas of concern addressed in establishing this program are: legal implications; design consideration; psychological/motivational concerns; and administrative procedures. Also, five major performance appraisal techniques currently in use today are discussed, which are: Essay, Ranking, Checklist, Rating Scale, and Management By Objectives (MBO). It is argued that the implementation of a merit pay performance review program is a large-scale complex undertaking requiring the coordination of wage and salary, training, affirmative action, research and administrative arms of the personnel organization. However, to ensure the success of such a program, advanced planning is essential, for that matter, a plan that is rushed into existence for the sake of having a program is doomed to failure.

PRESCRIPTIONS

Readiness: A Forgotten Concept In Adult Learning?

The time spent in establishing readiness on the part of adults is often viewed as wasted time. It may in fact be the most valuable time spent in the entire activity.

By DUANE D. ANDERSON

There has been a dearth of evidence to validate the "effectiveness" of staff development activities conducted by educational institutions, be they community colleges, four-year colleges or public schools. Perhaps a partial reason for this condition is the difficulty in measuring the "gains" that have resulted from these activities, but of more concern to the staff development officer is the possibility that "no gains" were made.

In a time of budget contraints, each activity conducted by the institution must compete with all other priorities including paying for utilities, salary increases, equipment replacement, etc. While it seems logical that an institution should be giving high priority to maintain and upgrade its most valuable asset (i.e. it's staff), unless it can be demonstrated that funds expended for staff development activities bring a return, there is little reason to believe that budgets for staff development will be maintained, say nothing of being increased.

The concept that is discussed in this prescription is a very fundamental learning principle—READINESS. The kindergarten and elementary instructor is well aware of the necessity of developing readiness prior to attempting to teach the young child to do such things as read. Most of the emphasis at this early age level involves physiological and experiential sets. It appears that those involved in adult learning ignore the readiness concept since it is assumed that the adult has acquired both physical and experiential maturity.

This prescription deals with another facet of readiness that may account for the paucity of learning (change in behavior) that results from staff development interventions. The thing that concerns all of us is the "pyschological readiness" or lack of same that exists in groups of adults exposed to valuable learning experiences but resulting in very small gains in knowledge, skills or attitudes.

Situation

Good staff development activities have been planned and conducted by the institution. Evaluation of the programs generally have been good to outstanding. Attendance at the sessions, while not completely voluntary, have shown nevertheless that there is not great resistance to participating in the activities.

The institution, faced with severe budget cuts, is asking whether the money expended for staff development activities has resulted in observable increases in instruction effectiveness or job performance of any kind. It seems that very few changes in behavior have occurred on the part of the staff members as a result of the staff development programs that have been provided. Even conferences attended by request, travel to observe new programs, and released time to do reserach and study have resulted in minimal changes in job performance of the type that advances organization goals.

Diagnosis

One possible diagnosis is that the staff has not developed the "readiness" or internalize the need for the change in order to reach the organizational goals. Be that goal, assisting the unmotivated student to be successful, working more closely with the community, integrating the liberal and technical components of the programs, developing a more cooperative and collaborative environment, or something as specialized as developing computer literacy among all students and staff in the institution, little will be achieved until a state of readiness is reached.

Prescriptions

While the elementary teacher has almost total control of

the environment and of the subject in developing the readiness necessary for the teaching of reading, the staff development officer or committee has few opportunities to enhance that readiness. The adult often resents any attempt to "prepare" him or her to acquire the new skills, knowledge or attitudes involved in the intervention and sees it as "manipulation." It would be difficult to say that developing readiness is not a form of manipulation. If, however, the future of staff development activities depends upon their being "cost/benefit" effective, and if these activities are as essential as we claim them to be, it may be necessary to take this critical step of developing readiness.

The first step in this prescription is to attempt to focus the attention of the participant on the outcomes to be expected from the intervention and then to get him or her to commit to those outcomes.

Hersey and Blanchard in their book *Management of Organizational Behavior* use the example of a college coach wanting to get a high school basketball star to learn to shoot a hook shot rather than the turnaround jump shot that was so effective for him in high school. The young man's lack of "readiness" to change his behavior, rendered the coach's efforts ineffective. The strategy or prescription was to have the veteran college center concentrate on slapping the ball back into the young man's face each time he tried to shoot his turnaround jump shot. After a series of frustrating failures to shoot his favorite shot, the young man was ready to profit from coaching.

Obviously a more subtle form of developing readiness must be attempted by the staff development officer. One strategy we use is to have each participant make out a "learning contract" prior to the start of the intervention. If enough information can be provided ahead of the activity, the individual can make wise choices of how he or she is going to fulfill their "learning contract" and, by reviewing this written commitment at intervals during the intervention, attention can be focused on desired outcomes.

Another and very powerful prescription is that of "modeling" the desired behavior. If a "significant other" models a state of readiness to acquire the desired behavior, it tends to cause other participants to do likewise.

The time spent in establishing readiness on the part of adults is often viewed as wasted time, however, it may in fact be the most valuable time spent in the entire activity. It is surprising how few participants can tell you why they are engaging in the intervention or what they expect to be able to do following it. If that is so, it is no wonder that we have not been able to demonstrate "gain" toward meeting the intervention's objective.

The "learning contract" can take many forms, but it should be written, not oral; meaningful to the participant; possible to achieve; verifiable, i.e., what will I do when I reach the objective; and if possible shared with others who become a support group.

Again the setting in which the proposed intervention takes place will have a major bearing on its success. To fill out a "learning contract" in a crowded auditorium, when your mind is on the routine of the day, is quite different than completing that same contract in a secluded location away from the distractions of the job and with a small group who are apparently "ready" to engage in a new learning experience.

How much time should you devote to developing "readiness" on the part of your participants? What strategies should you use to develop readiness? That depends upon how important it is to you that participants in your staff development activities acquire the skills, knowledge and attitudes needed to reach organizational goals and to demonstrate that these interventions are indeed effective.

Reactions to this regular feature are invited by **Dr. Duane Anderson**, Director of the Office of Community College Affairs, N 491 Lindquist Center, University of Iowa, Iowa City, Iowa 52242.

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A book that addresses directly the problem of responsible and effective faculty evaluation in America's schools and colleges.

EVALUATING FOR EXCELLENCE

By HANS A. ANDREWS

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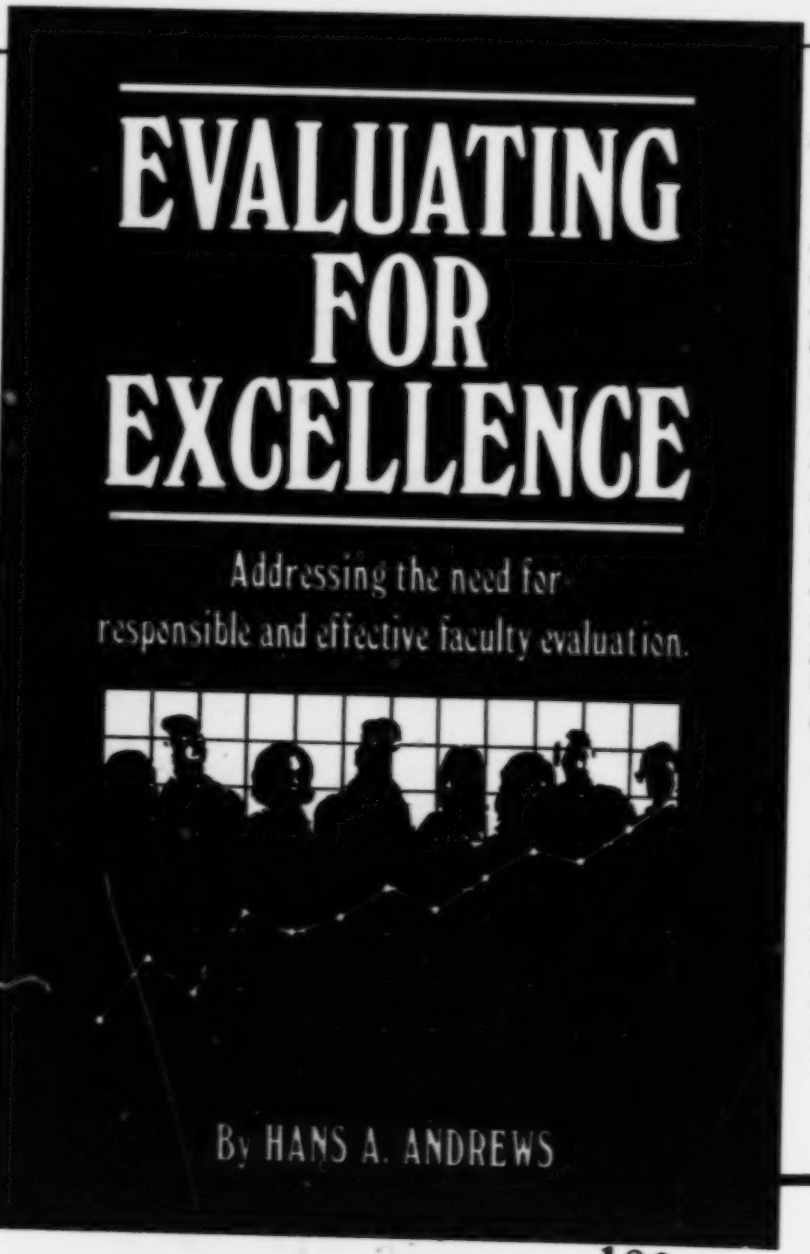

THE ISSUE . . .

Recent books and national studies such as A Nation at Risk *are focusing attention on the serious problems that exist in preparing students for the informational–international–high technology society of today and the near future. The role of the excellent teacher far too often is lost in the struggle and hustle to re-define the course work taken by students in both secondary and higher education. Defining coursework, however, will be a futile exercise unless something is done to upgrade the teaching profession!*

THE AUTHOR . . .

"There are far too many incompetent faculty members existing in the American school system today," notes Dr. Hans Andrews, Dean of Instruction at Illinois Valley Community College. "Attempts to deal with how

(Continued on reverse side.)

to either improve these faculty or to move to dismiss them are often not properly defined and/or followed through.

"Boards of trustees, administrators, faculty unions, and competent faculty all have much at stake in the faculty evaluation system. Students and society will be the winners when responsible and effective faculty evaluation is finally accomplished."

In this new book, Dr. Andrews challenges, and dismisses as ineffective, many of the attempts of faculty and administrative groups to accept student, peer, and self-evaluation as effective choices. He presents an administrative evaluation system that can identify incompetent teaching and outlines the steps that must be taken to remediate or to dismiss such faculty. This is an evaluation system that is backed by numerous court cases which support and stand as evidence that a strong and well-conceived administrative evaluation system can and should be used.

THE BOOK . . .

Andrews' book, while focusing on evaluation of faculty in the community college system, is applicable in both secondary and college/university settings as well. He points out that defining a board policy on evaluation is key to an administrative evaluation system. He states that "a strict seniority system that promotes or reduces faculty based strictly upon length of time in the institution without regard for qualifications and competency issues must not be tolerated by any board of trustees or administrator."

EVALUATING FOR EXCELLENCE offers both a theoretical and a very practical approach to faculty evaluation for the practitioner in the field. It should also prove to be an excellent resource for enlightening administrative personnel, boards of education, and boards of trustees concerning their proper role and responsibility in providing excellence in all classrooms.

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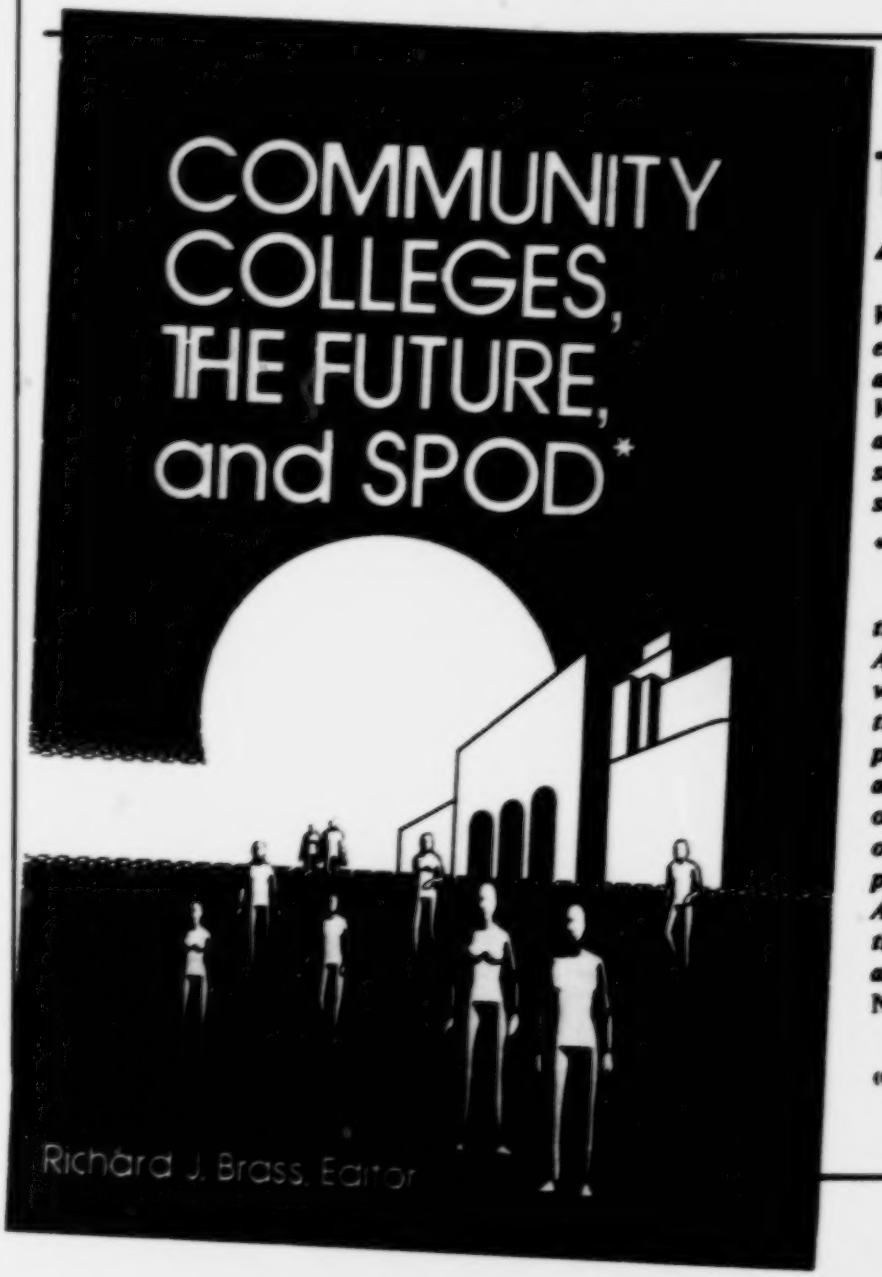

THE QUESTIONS ARE . . .

What's happening in today's everchanging world? Who are we as education professionals? Where should we be going to assist our institutions? What should we be doing and when should we do it?

****

Futurist John Naisbitt calls this the "time of the parenthesis." Author Fritjof Capra maintains we are involved in a worldwide transformation of values and perspective. There certainly is an abundance of questioning going on . . . in finance, politics, world order, relationships, management procedures, and much more. And the questioning has not left the field of education untouched, as recent major reports like* A Nation At Risk *demonstrate.

As professional change agents

(Continued on reverse side.)

and human resource managers for community, technical and junior colleges, many SPOD professionals also find themselves caught in a confusing web of reflection, reevaluation and questioning.*

Community Colleges, The Future, and SPOD* *explores this malaise along with its limitless opportunities. The book seeks to share a national discussion, and shows that we are not hapless victims of a capricious future. We can construct our own view of a preferred future. We can analyze the trends around us in order to predict a probable future. We can put these two concepts together and, in an active way, do much to shape the future in specific directions. The questions are thus, "What future do we want—what future will we build?*

***

1984 AUTHOR INDEX

Anderson, Duane. "Goal Setting: High Risk for High Stakes" (PRESCRIPTIONS). 2:1, 25-27.

Anderson, Duane D. "Are Your Rewards Reinforcing?" (PRESCRIPTIONS). 2:2, 54-55.

Anderson, Duane D. "Readiness: A Forgotten Concept In Adult Learning?" (PRESCRIPTIONS). 2:4, 115-116.

Barthlow, Robert L. "Staff Development on a Shoestring Budget." 2:1, 10-11.

Betts, John Lee. "The Role of SPOD in Preparing Our Colleges for the Future." 2:2, 34-36.

Brams, Patricia, "Shaping The Future: Educators As Futurists and Advocates." 2:2, 41-44.

Burnham, Lynn B., & Roueche, John E. "Models of Excellence for Professional Development." 2:1, 20-24.

Cantor, Jeffrey A. "Community College Staff and Program Development: A Model for Effective Implementation of Change." 2:3, 73-77.

Gilley, Jerry, & Galbraith, Michael. "15 Essential Steps in Implementing Quality Circles." 2:3, 78-82.

Harnish, Dorothy, & Creamer, Don G. "Understanding and Combating Community College Faculty Professional Stagnation." 2:3, 62-67.

Jackson, William, & Simpson, Ronald. "The Office of Instructional Development as a Center for Personal, Professional and Organizational Renewal." 2:1, 12-15.

Johnson, Glenn Ross. "Faculty Evaluation." 2:4, 90-92.

Klatte, Mary Ellen. "Mutuality of Training: Institutional and Individual Gain." 2:3, 83-84.

Kyger, Betty L. "Using a Class Interview as a Formative Evaluation Technique." 2:4, 97-99.

Licata, Christine M. "Post-tenure Faculty Evaluation: Anomaly or Reality?" 2:4, 110-112.

Moriarity, Dan. "The National Council of Instructional Administrators." 2:4, 96.

Owens, Hilda F. "Student Travel—High-risk Activity!" (CASEBOOK). 2:4, 112-113.

Phelps, Patty H. "Improving the Teaching Effectiveness of Foreign Teaching Assistants." 2:1, 6-9.

Rabalais, Michael J., & Durham, David J. "Student Evaluation as a Component of Systematic Instruction." 2:4, 102-105.

Roueche, Suanne D. "Impacting Teaching Practices: Evaluating Dissemination Efforts." 2:4, 106-109.

Svinicki, Marilla, & Watkins, Karen. "Ethical Considerations in Professional Development, Part One: The Big Questions." 2:2, 48-52.

Thompson, Hugh. "An Institution's Response To Displaced Faculty." 2:2, 37-40.

Watkins, Karen E., & Svinicki, Marilla D. "Ethical Considerations in Professional Development, Part Two: A Case Analysis Tool." 2:3, 68-72.

Worsley, Roger. "An Educational Paradox: The Purpose of Teacher Evaluation is the Improvement of Instruction." 2:4, 93-95.

Wright, Frank, Jr., & Montgomery, Margaret D. "Staff Development: A Means of Coping with Change." 2:1, 16-19.

Wright, Frank E. "The Role of SPOD in Presparing Our Colleges for the Future." 2:2, 32-34.

1984 SUBJECT INDEX

"Are Your Rewards Reinforcing?" (PRESCRIPTIONS). Duane D. Anderson. 2:2, 54-55.

"An Education Paradox: The Purpose of Teacher Evaluation is the Improvement of Instruction." Roger Worsley. 2:4, 93-95.

"Community College Staff and Program Development: A Model For Effective Implementation of Change." Jeffrey A. Cantor. 2:3, 73-77.

"Current Articles for Staff Developers" (REVIEWS). 2:1, 27-28; 2:2, 55-57; 2:3, 84-86; 2:4, 113-114.

"15 Essential Steps in Implementing Quality Circles." Jerry Gilley & Michael Galbraith. 2:3, 78-82.

"Ethical Considerations in Professional Development, Part One: The Big Questions." Marilla Svinicki & Karen Watkins. 2:2, 48-52.

"Ethical Considerations in Professional Development, Part Two: A Case Analysis Tool." Karen E. Watkins & Marilla D. Svinicki. 2:3, 68-72.

"Faculty Evaluation." Glenn Ross Johnson. 2:4, 90-92.

"Goal Setting: High Risk for High Stakes" (PRESCRIPTIONS). Duane Anderson. 2:1, 25-27.

"Impacting Teaching Practices: Evaluating Dissemination Efforts." Suane D. Roueche. 2:4, 106-109.

"Improving the Teaching Effectiveness of Foreign Teaching Assistants." Patty H. Phelps. 2:1, 6-9.

"An Institution's Response To Displaced Faculty." Hugh Thompson. 2:2, 37-40.

"Models of Excellence for Professional Development." Lynn B. Burnham & John E. Roueche. 2:1, 20-24.

"Mutuality of Training: Institutional and Individual Gain." Mary Ellen Klatte. 2:3, 83-84.

"The National Council of Instructional Administrators." Dan Moriarity. 2:4, 96.

"The National Council for Staff, Program, and Organizational Development" (RESOURCES). 2:2, 53.

"The Office of Instructional Development as a Center for Personal, Professional and Organizational Renewal." William Jackson & Ronald Simpson. 2:1, 12-15.

"The POD Network" (RESOURCES). 2:1, 25.

"Post-tenure Faculty Evaluation: Anomaly or Reality?" Christine M. Licata. 2:4, 110-112.

"Readiness: A Forgotten Concept In Adult Learning?" (PRESCRIPTIONS). Duane D. Anderson. 2:4, 115-116.

"The Role of SPOD in Preparing Our Colleges for the Future." Frank E. Wright & John Lee Betts. 2:2, 32-36.

"Shaping The Future: Educators As Futurists and Advocates." Patricia Brams. 2:2, 41-44.

"Staff Development: A Means of Coping with Change." Frank Wright, Jr. & Margaret D. Montgomery. 2:1, 16-19.

"Staff Development on a Shoestring Budget." Robert L. Barthlow. 2:1, 10-11.

"Student Evaluation as a Component of Systematic Instruction." Michael J. Rabalais & David J. Durham. 2:4, 102-105.

"Student Travel—High-risk Activity!" Hilda F. Owens. 2:4, 112-113.

"Understanding and Combating Community College Faculty Professional Stagnation." Dorothy Harnish & Don G. Creamer. 2:3, 62-67.

"Using a Class Interview as a Formative Evaluation Technique." Betty L. Kyger. 2:4, 97-99.

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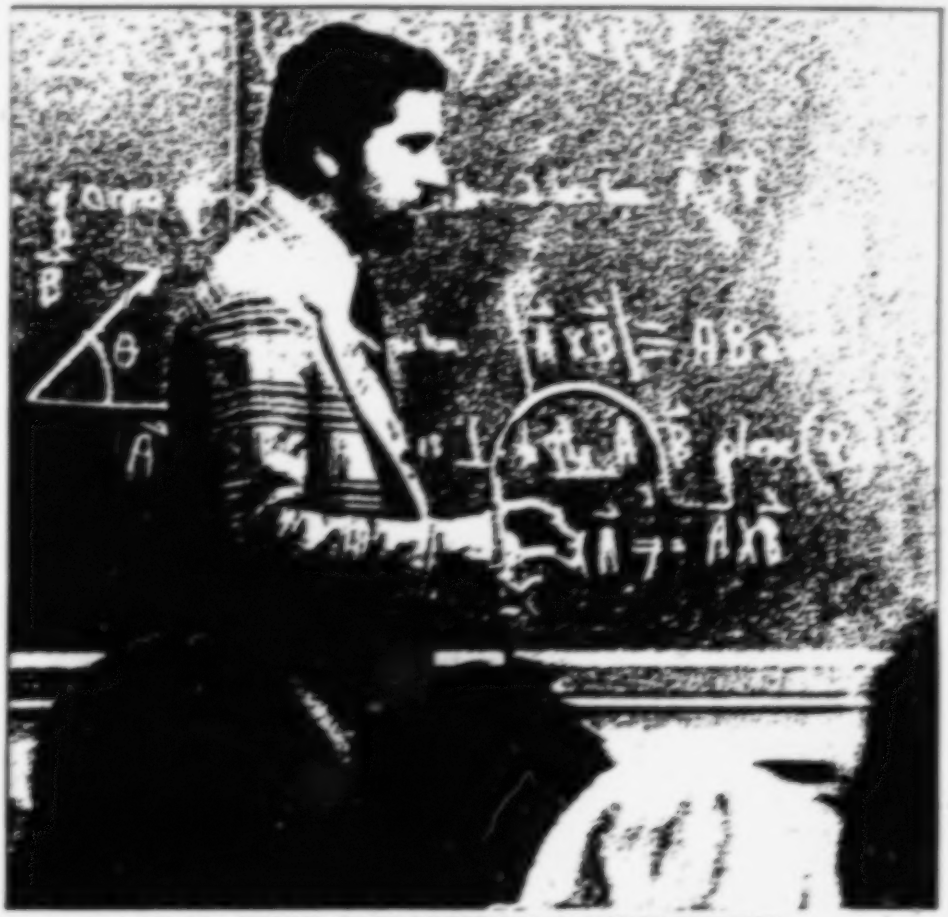

EXEMPLARY PRACTICES IN PROFESSIONAL DEVELOPMENT

The JOURNAL of STAFF, PROGRAM, & ORGANIZATION DEVELOPMENT

. . . a different view of higher education's most valuable resource.

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CONTENTS

Volume 3, Number 1 Spring 1985

Affiliate Organizations

The Journal of Staff, Program & Organization Development and the following Affiliate Organizations agree to support scholarly study, communication, and progress within the fields of staff, program, and organization development and to promote and further the fields as integral and necessary components of institutions of higher education.

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of Instructional Administrators
Daniel Moriarty
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2000 Fifth Avenue
River Grove, IL 60171

National Council
on Student Development
John Keyser
Vice President for Instruction
Linn-Benton Community College
6500 S.W. Pacific Blvd.
Albany, Oregon 97321

National Institute for Staff
and Organizational Development
Lynn Burnham
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EDB 348
The University of Texas
Austin, TX 78712

The Integrated Model of Student Services: A Qualified Success 7
To evaluate varying approaches to student services administration, the author consulted second-level managers presently responsible for both student services and instruction.

The Teaching Improvement Process 10
Providing a consulting service to faculty who wish to analyze their teaching and to implement changes.

Internships: An Innovative Approach to Meeting Staffing Needs During Retrenchment 12
The internship program explained in this article can provide a practical solution to maintaining a pool of qualified black applicants to fill college positions, especially at a time of retrenchment.

Filling the Gap: Introducing New Faculty to the Basics of Teaching 16
New faculty are provided with a week-long seminar which introduces them to the basics of teaching.

In-Service Education: An Operational Model 22
In-service programming to enhance the staff development process.

Promotion and Career Ladder Opportunities for Professional Staff: The Stony Brook Plan 25
A plan to improve the advancement for professional staff in colleges and universities

Institutionalized Staff Development: An Example 30
A built-in rewards system to support the rationale that a college's most valuable resource is its people.

Comment 2
Take Note 2
Resources 3
Current NISOD Activities Highlighted 4
NCSD Recognizes Journal Affiliation 6
Prescriptions 34
Reviews 35
Casebook 37

COMMENT

Exemplary Practices

Practices featured in this issue hopefully can be adapted to other institutions

By GORDON WATTS

We begin Volume 3 of the *Journal* with a look at exemplary practices in professional development. I hope that readers find parts or even major portions of a practice that can be adapted and used to make their own professional development programs more effective.

The practices featured herein include a systematic teaching improvement program, an in-house internship program, a seminar for new teaching faculty, a model in-service workshop program, a career ladder plan for professional staff, and an example of a highly institutionalized staff development program.

We announced in our last issue the affiliation of the *Journal* with the National Council on Student Development, and the National Institute for Staff and Organizational Development and the National Council of Instructional Administrators, and included information on the latter of these two organizations. Included in this issue is information regarding NCSD, as well as an article prepared by NCSD President John S. Keyser comparing the organizational effectiveness of two different approaches to managing student services.

Beginning in this issue and continuing as a regular feature of the *Journal*, each of the above organizations will have a separate page with which to report their activities and concerns. We welcome their affiliation with the *Journal* and look foward to their contributions.

For those readers interested in preparing articles for future issues, the summer issue will focus on program review and evaluation (articles due March 10), the fall issue is open for any topic (articles due June 11), and the Winter issue will feature student services with a more specific theme to be announced in the next issue.

Looking ahead a year, I would like to see one issue of the *Journal* devoted to organization development in higher education and another devoted to the training and development of administrators. I would welcome suggestions from you our readers, regarding other topics that you would like to see featured in an issue.

TAKE NOTE

SPRING EVENTS FOR STAFF DEVELOPERS

EVENT	FOR FURTHER INFORMATION
Computer - Based Training: How to Plan Design, Evaluate, & Implement Arlington, VA March 4-6	**Learning Technology Institute** 50 Culpeper Street Warrenton, VA 22186
Computer- Assisted Instruction Course Design Arlington, VA March 7-8	**Learning Technology Institute** 50 Culpeper Street Warrenton, VA 22186
Improving College Teaching Kansas City March 28-29	**Center for Faculty Evaluation and Development** Kansas State University 1623 Anderson Ave. Manhatten, KS 66502
ASTD Conference & Exposition Anaheim, CA May 19-24	**ASTD** P.O. Box 14190 Ben Franklin Station Washington, D.C. 20044
National Conference On Teaching Excellence Austin, TX May 22-25	**Lynn B. Burnham** Director, NISOD EdB 348 University of Texas Austin, TX 78712

Center for the Study of Higher Education

The center's purpose is to help postsecondary education institutions respond more effectively to the educational and developmental needs of their diverse constituents.

The center for the Study of Higher Education is a service and research unit of the College of Education at Memphis State University. Its purpose is to help postsecondary education institutions respond more effectively to the educational and developmental needs of their diverse constituents.

To achieve this purpose, the center (1) provides conferences, workshops, consultation and information services and helps maintain a network of persons who serve as resources to each other; (2) conducts research to help institutions and individuals serve their constituents more effectively as well as more theoretical research to illuminate basic issues in postsecondary education; (3) arranges professional-in-resident opportunities for periods ranging from a month to a year; and (4) provides Ed.D. degree programs through the departments of the college.

The Center Associates Network is a diverse group of two- and four-year colleges and universities in the Mid-South region and throughout the nation, concerned with strengthening their capacities to serve diverse students more effectively. The center serves these associates through workshops and conferences, on-campus consultation and information services. All these services are designed to help member institutions increase their effectiveness in program development, curriculum, teaching, student services and administration. This work is supported by external grants for special projects and by members' fees.

The Regional Office of the Council for the Advancement of Experimental Learning (CAEL) is also part of the center. CAEL is an association of colleges and universities, agencies, corporations and individuals which share a commitment to experimental learning and to work to improve experimental learning programs. CAEL's services and projects aim to improve quality in teaching and learning, quality assurance in experimental learning program, increased access to education, new and improved linkages between higher education and the community, and technology-assisted guidance and instruction programs. Individual consultation as well as on-campus, state and regional training services are provided to help mid-south institutions expand and strengthen their experimental learning programs.

The center collaborates with departments in the College of Education to offer graduate programs in higher education. These programs prepare persons for positions in postsecondary education. They are designed to meet the professional development needs of academic administrators, faculty, student services personnel, training directors and educational professionals in industry, social agencies and health settings.

There are five program options. An inter-disciplinary major in higher education provides a solid core of higher education courses with flexible alternatives for interdepartmental work and collateral studies outside of the College of Education. In addition, there are majors in the Departments of Curriculum and Instruction, Education Administration and Supervision, Counseling and Personnel Services and Foundations of Education which provide concentrations in higher education. These concentrations are designed for persons whose needs fall clearly within the emphasis of a particular department.

For further information about center activities, faculty and staff, the network or graduate programs contact Arthur W. Chickering, Director, Center for the Study of Higher Education, Memphis State University, Memphis, Tennessee 38152, (901) 454-2775.

Current NISOD Activities Highlighted

A grant renewal by the Kellogg Foundation, a growing membership, and special plans for the annual national conference contribute to a high level of activity in the NISOD office.

By LYNN B. BURNHAM

For the second time in seven years, the W.K. Kellogg Foundation in Battle Creek, Michigan, has decided to contribute major support to the activities of the National Institute for Staff and Organizational Development (NISOD), housed in the Community College Leadership Program at The University of Texas at Austin.

The renewal grant, in the amount of $500,000 over the next four years, translates into a decade of support from the foundation for strengthening the quality of teaching and learning in NISOD's current 240 member institutions. It also means that NISOD will be able to expand the quality of its activities and services to encourage continued organizational growth.

One of several situations made possible by the grant renewal is that NISOD will be able to maintain reasonable and stable membership services fees. Those fees have remained constant since the inception of NISOD in 1977.

Membership Highest Ever

Since its inception in 1977 with a nucleus membership of forty-two community colleges, NISOD has grown to its present all-time high membership of 240 higher-education institutions. These colleges are located in all parts of the U.S., across Canada, and in the U.K. NISOD expects this healthy and impressive growth to continue for several reasons. One is that state systems of education are responding to NISOD and, in some cases, actively supporting system colleges' membership in the organization. For example, a block of nearly thirty community and junior colleges in Alabama recently joined NISOD with matching funds provided by the State of Alabama Department of Postsecondary Education.

Another reason is that the primary focus of the Kellogg renewal grant will provide encouragement for non-members to join NISOD. For example, with the grant, NISOD will give special attention to small/rural colleges and Canadian community colleges to increase and strengthen their membership in the consortium. NISOD plans to spotlight these colleges by featuring their outstanding programs and addressing their special concerns in targeted issues of *Linkages* and *Innovation Abstracts*.

And finally, colleges are responsive to the pragmatic thrust of NISOD membership services. We believe that our primary task is the dissemination of ideas and practices that actually improve student success. Publications seek out practices and strategies that reinforce excellence in education and then share them with faculty and staff throughout the consortium; our focus is on ideas that work. We have found that members share with each other a commitment to promoting excellence in teaching and learning; as individuals from member colleges become personally and professionally acquainted with each other, they build networks within a network, resulting in a rich and on-going exchange of concerns, viewpoints, solutions, and support.

Plans for National Conference

The seventh annual National Conference on Teaching Excellence and Conference of Administrators, scheduled for May 22-25 in Austin, promises to offer participants four days of exciting events that will closely examine issues affecting higher education and encourage rededication to education.

A Conference highlight will be presentations by five keynote speakers, all nationally acclaimed and respected professional educators: Harold L. "Bud" Hodgkinson, Senior Fellow at the Institute for Educational Leadership; Shirley B. Gordon, President of Highline Community College in Washington and a member of the National Commission on Excellence in Education; Connie Sutton, Vice President for Professional Services and Secretary to the Association for the American Association of Community and Junior Colleges; John E.

Roueche, Professor and Director of the Community College Leadership Program at The University of Texas at Austin; and George A. Baker, Associate Professor in the Department of Educational Administration at The University of Texas at Austin.

1985 Conference participants have a special treat awaiting them. NISOD and American Airlines have arranged a three-day post-Conference vacation to Mexico City at a fraction of the normal fee. Departure from Austin will be Saturday afternoon, May 25; the return flight on Wednesday morning, May 29, will be to the Dallas/Ft. Worth airport. Although offered in conjunction with the 1985 Conference, the trip to Mexico City is not part of official Conference activity; Conference registration fees do not apply to the post-Conference trip. All questions regarding this event are handled through American Airlines at these toll-free numbers: American Airlines, 1-800-433-1790; Texas, 1-800-792-1160. Ask for STAR File number S 5034.

The interrelated nature of our activities and membership services creates a high level of activity in the NISOD office and poses daily challenges to us. We relish both the activity and the challenges, for they bring us into close and mutually-beneficial contact with our valued members.

Dr. Lynn B. Burnham is Director of NISOD at The University of Texas at Austin, Education Building 348, Austin, Texas 78712.

ABSTRACT

Brass, Richard J. (Ed.) *Community Colleges, the Future, and SPOD*. 1984, 162 pp. $6.95.

The articles in this volume discuss perspectives, issues, challenges, and trends in staff, program, and organizational development (SPOD) in community colleges. Particular attention is paid to the role of SPOD professionals, major questions for community college presidents, the roles of a community college within its community, social changes, technical innovations, collegiate missions, SPOD professionals and other educators as "advocates," and improving SPOD functions. The material was compiled by the Future Trends Commission of the National Council for Staff, Program, and Organizational Development and the contributors include community college presidents, professors, deans, consultants, and others involved in guiding the future of higher education.

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Council Recognizes Journal Affiliation

The council endeavors to be the representative and the advocate for student development professionals at two-year colleges. Its affiliation with this journal is designed to facilitate council members' aspirations for quality and excellence.

by JOHN S. KEYSER

The National Council on Student Development is pleased to associate itself with *The Journal of Staff, Program, and Organization Development.* Since both our Council and the Journal are in the business of developing the human resource, we are excited about this opportunity. We believe that this relationship will help our council facilitate our members' aspirations for quality and excellence.

The National Council on Student Development is an organization of student development/student services educators. It provides an avenue for members to express their views on current concerns and to advise AACJC and other groups on matters relating to student development in community, technical, and junior colleges. In addition to serving as an advisory body and general voice for student development, NCSD promotes student services staff and program development through seminars and workshops, and collects and disseminates information on trends in the student development field.

An aggressive plan of action has been set into motion for 84-85.

• Efforts are being made by the council membership to develop a financial aid network. This network would have the purpose of articulating to the AACJC and to the National Association of Student Financial Aid Administrators community college concerns related to financial aid issues.

• The first annual Leadership Development Institute has been scheduled for this July. It has the purpose of nurturing the potential of future deans and future presidents.

• A national recognition program has been developed to honor student development professionals who have made outstanding contributions to the field. A recognition event has been scheduled.

• NCSD has worked closely with the Advancement of Standards for Student Services/Development Programs. A document is currently being finalized which should help professionals evaluate and improve student services programs.

• "Toward the Future Vitality of Student Development Services" was the theme of a summer conference sponsored by NCSD and the American College Testing (ACT) service in Traverse City, Michigan. The "Traverse City Statement" is being published along with keynote papers by Lee Noel, Paul Elsner, Terry O'Banion and Ernie Leach. It calls upon student development professionals to join in a reaffirmation of quality. The statement identifies contemporary issues and challenges facing student development professionals and develops an agenda for action at the local level and at the national level.

The council endeavors to be the representative and the advocate for student development professionals at two-year colleges. In the coming issues of SPOD, members of the NCSD will take an active role in addressing issues that challenge student development professionals. We are looking forward to a productive relationship. For more information on the council, please contact Walt Bumphus, Treasurer, Howard Community College, Columbia, Maryland 21044.

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The Integrated Model of Student Services: A Qualified Success

To evaluate varying approaches to student services adminstration, the author consulted second-level managers presently responsible for both student services and instruction. They reinforced a belief that the integrated model deserves consideration as one possible strategy to achieve a common focus on the student.

By JOHN S. KEYSER

"THE CHIEF STUDENT AFFAIRS EXECUTIVE should be at the highest level of management and report directly to the president." This recommendation recently was made by William L. Deegan, an expert in the management of student services.

Judging from the way they have organized their community colleges, most presidents have accepted this as a basic premise of effective organizational structure. A small number of presidents, probably for a variety of educational, political and economic reasons, have modified the "traditional model" by integrating student services and instruction under a single second-level manager who is most commonly called a dean or vice president of instruction. The chief student affairs officer, usually titled a dean of students or associate dean of student services, is relegated to third-level management.

How successful has this "integrated model" been?

To answer this question, the author conducted a telephone survey of ten second-level managers of community colleges who are presently responsible for both student services and instruction. These deans or vice presidents represented single-campus districts serving between 3,000 and 14,000 full-time equivalent students in the states of Oregon, Washington, Nevada, Illinois and California. They had occupied their jobs for an average of three years. Four had student services management backgrounds and six had instructional management backgrounds.

Members of this sample were asked to comment on the advantages and disadvantages of the integrated model with reference to six selected characteristics of a successful organization. They were then asked to rate the integrated model as being "more successful," "about the same as," or "less successful" than the traditional model as

related to these same characteristics of a successful organization.

The findings are revealing.

A SHARED PHILOSOPHY

All except one of the respondents reported that the integrated model had been more successful than the traditional model in contributing to the development of a clear institutional mission, a shared philosophy and common goals and objectives. The integrated model was perceived to provide a common focus on the student and to bolster the self image of student services professionals who typically feel isolated from the instructional process. One respondent believed that "student services are now seen as more important because their value to instruction is now understood." Several believed that it was easier to articulate a shared and mutually-understood philosophy within the integrated model.

FLEXIBILITY IN PLANNING

Five respondents believed that the integrated model had been more successful than the traditional model in providing flexibility for allocating resources to match their institution's planning process. The other five perceived that the two models had worked about the same in achieving this result. One dean's explanation for the advantage of the integrated model: "When leaders engage in long-term planning, they can be more flexible and creative in considering options for the sharing of resources between and among different offices."

An example of this was offered by another dean. He described how one meeting was held with the appropriate third-level managers to inaugurate a weekend college. He conjectured that within the traditional model three meetings might have been necessary to accomplish the same thing—the student services people would have met to discuss their role in a weekend college, the instructional people would have met to review their role, and then the two groups would have met to synthesize their plans.

OPEN COMMUNICATION

All respondents except one perceived that the integrated model had been more successful than the traditional model in developing communication which is open, honest, broadly participatory, and oriented to problem solving. One dean reported, "Communication is better within the new model because it overcomes the 'we-they' problem which at times characterizes the instructional-student services relationship." Another stated that the integrated model has more potential for lessening suspicion than the traditional model. This theme was reflected by a dean who said, "Things are more open than under the previous model."

STAFFING SYSTEMS

Four of the respondents believed that the integrated model had been more successful than the traditional model in developing staffing systems which hire the most qualified people and subsequently upgrade them. Six perceived that the two models had worked about the same in achieving this result. One dean explained the advantage of the integrated model: "There are more career ladder options for qualified staff. People don't get stereotyped as student services or instructional services." A similar theme was expressed in this way, "Student services can be a dead end. If it is merged with instruction, there is more opportunity for staff to grow, change and become stronger."

COOPERATION

All respondents except two perceived that the integrated model had been more successful than the traditional model in stimulating cooperation among people and organizational units. One dean, drawing on his experience as a consultant, observed, "In some institutions, student services and academic affairs people don't even talk with each other." He concluded that the integrated model, more than the traditional model, tends to encourage close working relationships. One respondent observed that people tend to support each other if they are in the same unit. Another dean believed that there are process advantages to the integrated model: "It is easier to get people together and do things."

DECISION MAKING

All of those questioned except three perceived that the integrated model had been more successful in contributing to decision making which is timely, involves sufficient input, and is effective in achieving results. Three believed that the two models had worked about the same in achieving this result. Advantages of the integrated model were viewed this way:

"Because there is more team play and more trust, people are in a better position to realize the impact of decisions."

"With the traditional model all conflict resolution rests in the president's office. This model moves such resolution down one level and, as a result, can speed up the decision-making process."

CONCLUSIONS

The findings suggest that the majority of this limited population of respondents perceive that the integrated model is more successful than the traditional model as defined by the six selected characteristics of a successful organization. The size of the sample and the bias of the researcher (who is employed as a second level manager in an integrated model) are problems which must qualify the interpretation of these findings.

Another difficulty is that these second-level managers, several of whom had recently assumed this expanded role, would probably tend to have a more positive self-assessment of the integrated model than other organizational players. Subordinates and discerning students would probably tend to have a more negative view of an organizational structure which relegates the chief student services officer to a lower management level where the philosophy of student advocacy and student development appears to have less importance.

There may also have been an understatement of the time management pressure which was acknowledged by respondents to be a problem. Third-level managers who are frustrated because they have limited access to their supervisor may define this difficulty more emphatically.

The findings don't necessarily imply that the integrated model will improve organizational effectiveness. Ultimately, integration between student services and instructional services (and the rest of the organization) will depend on leaders who are able to devise mechanisms for effective communication, cooperation and coordination and inspire people who have a strong commitment to make such mechanisms work. Many organizations have obviously achieved this integration through the traditional model and a variety of creative strategies which result in a quality learning environment for students. Simply stated, the right people are more important to the successful organization than the right lines and boxes. What works in any particular management situation is a variable, a blending of the art and science of management to fit the unique needs of the environment.

With these caveats in mind, the responses from the interviewed executives reinforced the author's belief that the integrated model deserves consideration as one possible strategy to achieve a common focus on the student. At the least, it appears to have some potential, in some situations, for overcoming the barriers related to the traditional pattern of organizing separate suborganizations to manage student services and instruction.

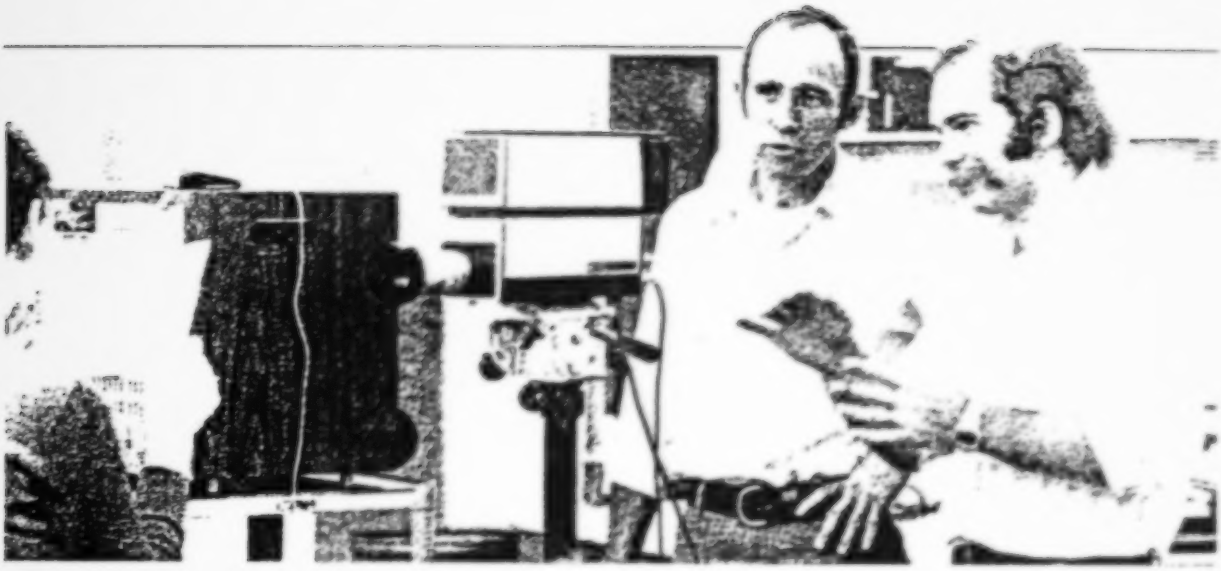
Because of the obvious limitations of this mini-study, a stronger conclusion does not necessarily follow from the finding. A theory containing many more variables is needed. However, since the call for additional research usually follows from the study of most organizational phenomenon, it is appropriate to speculate that the integrated model may have more potential for producing a successful organization than the traditional model. It may possess a greater structural conduciveness to attaining a shared philosophy, flexibility in planning, open communication, effective staffing systems, effective decision making, and cooperation. Managers within the traditional model may have to devise special mechanisms to achieve these results. They may have to expend extra energy and incur higher transaction costs to compensate for the structured difference between student services and instructional services. More time may have to be spent in overcoming the unintended roadblocks to efficiency and effectiveness.

A FINAL COMMENT

The student development movement has contributed much to the organizational and philosophic foundation for meeting the many special needs of community college students. It is vitally important that all community college employees be defenders of this faith. Faculty, staff, and managers should be student advocates, sensitive to the unique characteristics and needs of each student and disposed to respond in a helping and caring manner. In reality the student development philosophy is the community college philosophy.

This spirit should transcend any debate about the relative effectiveness of different organization models. Our success will depend on translating this educational commitment into quality programs for students. How community college leaders achieve the effective synthesis of all programs and services to maximize the potential for each student's success is the continuing and fascinating challenge of our enterprise.

John S. Keyser is Vice President of Instruction at Linn-Benton Community College in Albany, Oregon, and President of the National Council on Student Development.



The Teaching Improvement Process

The Teaching Improvement Process provides a consulting service to faculty who wish to analyze their teaching and to implement changes. The program uses a systematic approach to teaching improvement based on the needs of the individual faculty clients

By MICHAEL A. KERWIN

ONE OF THE MOST EFFECTIVE faculty development programs offered in the University of Kentucky Community College Systems (UKCCS) is the Teaching Improvement Process (TIP). Since TIP was implemented in 1977, over 350 UKCCS faculty have participated in the program, and participants have consistently given it excellent ratings.

Basically, TIP provides a consulting service to faculty who want to analyze their teaching and implement changes. Faculty members, who are recognized by their colleagues as outstanding teachers and who have attended a teaching consultant's workshop, serve as consultants. Teaching consultants work with two or three instructors each semester and are released from one three-hour class to do so. In the 1984 fall semester, thirteen teaching consultants worked with twenty-two faculty clients on ten of the fifteen UKCCS campuses.

THE FIVE STAGES OF THE PROCESS

Using TIP, consultants follow a set of procedures developed in the School of Education of the University of Massachusetts at Amherst in the early 1970s. These procedures, which Bergquist and Phillips describe in Volume 2 of *A Handbook for Faculty Development* (1977) are designed to help faculty recognize and consciously develop instructional behaviors most appropriate for themselves and their students. The key stages are outlined below.

INITIAL INTERVIEW

The consultant meets with the faculty member, clarifies the confidential nature of their relationship, explains the process, and identifies a specific class on which to concentrate. The consultant asks the faculty member to agree to participate in the process for the entire semester. If the faculty member agrees to participate, the consultant arranges to begin collecting data.

Data Collection

The consultant interviews the faculty member, observes him or her teaching the class, videotapes an instructional session, and administers a questionnaire to the students in the class to obtain in-

formation about the instructor's goals and teaching behaviors. This stage requires about four weeks.

Data Review and Analysis

The consultant and the faculty member review the collected data. Together, they identify at least three teaching strengths and at least three teaching areas that could be improved.

Planning and Implementing Changes

The consultant and the faculty member identify three or four teaching improvement goals. The consultant helps the faculty member to select or design and implement strategies to meet these objectives. This stage requires at least eight weeks and the consultant monitors the instructor's progress weekly.

Evaluation

In the final three weeks of the semester, the consultant evaluates the instructor's success in achieving his or her goals. To accomplish this, another classroom visitation is made, another class is videotaped, and another questionnaire is administered to students. The data is reviewed by the consultant and the instructor, and the instructor evaluates his or her experience in the program.

One of the key components of TIP is the Teaching Analysis by Students (TABS) questionnaire, which is used in the data collection stages. Based upon the extensive research of Dr. Robert Wilson and others at the University of California at Berkeley, this questionnaire was developed originally at the University of Massachusetts at Amherst. It contains 38 items describing instructional behaviors and 12 items describing student characteristics. Although the questionnaire used in TIP retains 50 items, many have been reviewed and clarified by UKCCS.

The Teaching Consultant is the Crucial Element

Although consultants follow a well-defined set of procedures in TIP and use a research-based student questionnaire as a part of the data collection process, the crucial element in the process is the consultants' ability to assist their colleagues in recognizing and consciously developing instructional behaviors most appropriate for themselves and their students.

Consequently, the selection and professional development of teaching consultants is of utmost importance. As indicated earlier, only faculty who are recognized by their colleagues as outstanding teachers are invited to become teaching consultants. If these faculty accept this invitation, they must participate in an intensive two-day workshop to prepare to become consultants. It is interesting to note that almost all of the consultants who attend this workshop have also been TIP clients at one time.

Consultants who are working with faculty clients are also required to attend a two-day workshop each semester that they are consulting. This workshop is scheduled by the systemwide coordinator for the TIP program to follow the systemwide administration of the TABS questionnaire. Consultants present a twenty-minute introduction of each of their clients at this workshop. The presentation includes a ten-minute videotape and a summary of the results of the TABS questionnaire. In a brainstorming session following this presentation, other consultants suggest teaching improvement strategies that the presenter could use with his or her clients

The systemwide coordinator for TIP also arranges for other professional development activities for teaching consultants. These may include workshops, symposia, or opportunities to attend a national conference on the improvement of college teaching or to apply for research grants.

Program Administration

In UKCCS, a multi-campus system with fifteen campuses dispersed throughout Kentucky, the coordinator for Faculty/Staff and Program Development, a member of the Chancellor's staff, schedules the TIP calendar, handles computer logistics, developes and coordinates workshops, and prepares reports. College directors (the designation used in UKCCS instead of president) recruit teaching consultants and provide them with travel appropriations and released time. Hearing the compliments that students and faculty have given TIP has convinced college directors that the program is well worth its cost.

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Michael A. Kerwin is the Coordinator, Faculty/Staff and Program Development for the Community College System, University of Kentucky, Lexington, KY.

Internships: An Innovative Approach to Meeting Staffing Needs During Retrenchment

The internship program explained in this article can provide a practical solution to maintaining a pool of qualified black applicants to fill college positions, especially at a time of retrenchment.

By DUANE B. DUMBLETON and ELEANOR J. GAY

LIKE MANY COLLEGES across America, Florida Junior College at Jacksonville (FJC) has experienced a serious decline in student enrollment in the last few years. At FJC, the decline in student enrollment is expected to result in significant revenue shortfalls which will inevitably lead to a reduction of employment positions. Plans for downsizing college staff are being developed for implementation in the next year and one-half, including a goal of reducing the administrative staff by 20 percent during this period. Programs are being evaluated and reductions in faculty and staff are being considered. One primary concern of any college's management development team is to develop the best way to utilize existing human resources within the college. Internship is an approach designed to address this need.

The research literature is filled with articles on management strategies for dealing with declining resources: (Cameron, 1983); (Caubler, 1982); (Nolting, 1981); (Patton, 1983); (Whetten, 1981); (Zammuto, 1983).

Whetten (1981) has succinctly summarized the issue:

> There is an interesting paradox in the contemporary educational administration literature on the topic of

> organizational retrenchment. On the one hand, administrators are admonished to formulate innovative responses to declining enrollments. We read that the current crisis in education should be seized as an opportunity to examine traditional assumptions about the design and function of our educational institutions...
>
> On the other hand, authors reporting actual responses to retrenchment portray a very different picture. Instead of experimenting with novel alternatives, administrators are, as a rule, opting for piecemeal and conservative approaches to retrenchment. (p. 80)

A college's response to a decline in enrollment may be one of the most important decisions it has to make. Staffing and program decisions have long term effects. According to Huntley (1985):

> Personnel reduction should be the result of strengthening stable or growing programs and eliminating or consolidating that are weak, declining, and excessively costly to the institution...The College's human resources are its most important asset and should be carefully considered before decisions are made that result in employees losing thier jobs and incomes. (pp. 2-3)

Nolting (1981), Patton(1983) and Caubler (1982) have suggested a number of alternatives to reductions in force, including:

1. Voluntary reduction in salary.
2. Voluntary reduction of percent of time worked.
3. Retraining and reassigning staff.
4. Phased retirement or reduced employment.
5. Incentives for early retirement.
6. Career change options.
7. Planned delay in hiring / freeze in hiring.
8. Worksharing.
9. Transferring employees.
10. Various financial cost cutting methods.

It must be noted that any cost cutting device may have a substantial long term impact on a college's abitilty to carry out specific programs and to attract students. At FJC, many of the above suggestions are being considered. Attrition of staff plus consolidation, reconstruction, or elimination of programs will meet much of the need created by declining revenues. Staff retraining utilizing workshops, travel, course reimbursement, educational leave, and internships are needed to meet these changes. This article focuses on internships as an important means of staff retraining, particularly as the process of consolidation and reconstruction of programs places new demands upon a dwindling workforce.

THE INTERNSHIP PROGRAM AT FJC

To assist in meeting the staff retraining needs, the college established an internship program to be administered by the Staff and Program Development Department (SPD).

The internship program is defined as an approved temporary assignment, usually within the college, not to exceed six months, for the purpose of employment training in a position from which an employee may gain experience and/or expertise, and for whom a replacement may be hired. The college may also assign employees to internships in business, industry, agencies, and educational institutions outside Florida Junior College.

Participation in the intership program, which may be full or part-time, must be justified as contributing to the intern's skill or professional competence and to the needs of the college. The college may establish internships for various classes and catagories of employees, but participation is open to all eligible employees. Only full-time employees who have completed twelve months of continuous satisfactory employment with the college are eligible for consideration in an internship program.

The following factors are considered in approving an internship program application: 1) justification and recommendation of the appropriate administrators; 2) length of time of the employee's satisfactory service with the college; 3) length of time required to complete the indicated program; 4) total cost of the employee's leave salary and/or replacement cost; and 5) extent that such factors have a bearing on the institutional needs.

Employees in the internship program receive full salary and benefits at their present pay level. SPD department funds are utilized for replacement of the employee in the internship program as needed. The employee is reinstated in the position formerly held in the college at the completion of the internship program, unless assigned elsewhere.

If the internship is preterminated by the college for any reason, the employee will be returned to his original position or assigned other duties as appropriate. College employees who participate in an internship program must agree to continue working full time for the college for twice the number of days for which the internship leave was granted. If an employee's full-time employment with the college is terminated prior to the completion of the payback, salary expended during the internship will be recovered on a pro rata basis.

Before each program begins, a written plan for the program is required. If an employee does not complete each part of the program as specified in the Internship Program Plan, or fails to comply with established guidelines, the staff and program development director reviews the case and

makes a recommendation for adjustment. The college has the right to terminate the internship for cause and request that the employee return to duty or be terminated.

At the end of each month, Internship Program Status Reports are submitted to the staff and program development director by the intern and the internship supervisor. Upon return to regular employment, the intern files a written report on the intership program. This report makes specific evaluation of the program in terms of each of the purposes stated in the original Internship Program Plan and identifies the benefits accrued to the college and the applicant. The intern may be asked to make oral reports and do other follow-up of the internship to the college staff and/or the Staff and Program Development Advisory Committee.

THE ADMINISTRATIVE TRAINING PROGRAM FOR BLACK EMPLOYEES

The anticipated downsizing of the college's administrative staff and the process which may be used in accomplishing such, including the filling of vacant positions internally, will probably not result in the promotions of black employees unless they can acquire quality administrative experience through an administrative internship. The number of black employees in the college's work force with signifigant administrative experience is insufficient to compete in internal applicant pools. Also, attrition by retirement may impact the availability of black persons for internal selection, with at least two of the college's 13 black administrators currently eligible for retirement and three or more will be eligible in three to five years. Therefore, specific plans are needed for black employees to participate in administrative internships to ensure that the institution's commitment to equal opportunity is maintained during the process of downsizing the administrative staff.

To address this need, the college has established within the general internship guidelines an administrative training program for black employees. Although affirmative action initiatives and operational procedures have been implemented at FJC to increase the number of black applicants for administrative positions, actual hiring practices have not resulted in the hiring of a black administrator since 1979. The promotion of a black female to an administrative position during this period increased the number of black females in administration from four to five, but did not change the total number of black administrators.

Although good faith efforts documented by a variety of recruitment strategies may have sometimes failed to attract a sufficient number of black applicants when there have been employment opportunities, the factor which most often operates to disadvantage black candidates has been the experience requirement. The relatively small amount of administrative work experience of otherwise qualified black candidates and the perceived questionable quality of the experience has been on the basis on which black applicants have been unable to compete with other applicants.

The implementation of an internship program can provide a practical solution to problems which may be faced in maintaining sufficient black administrative, professional, and nonprofessional staff that approximates the proportion of black persons in the college district. Restricted filling of positions induced by declining revenues will require special attention to avoid a negative impact on equal opportunity in the college.

SPECIFIC GUIDELINES FOR BLACK INTERNSHIPS

Utilizing the above guidelines and rationale, a specialized internship program was set up at FJC. Its goal is to provide a staff development program in which the participants intern in full-time administrative/professional positions for the purpose of acquiring and demonstrating attitudes and competencies necessary to become competitive candidates for administrative / professional positions.

Specific objectives are:

1. To indentify black employees who have the potential for creative leadership
2. To provide opportunities for otherwise qualified black employees to acquire administrative experience.
3. To create a cadre' of qualified black applicants who may participate in internal applicant pools for administrative positions.

The administrative training program for black employees is implemented within the general guidelines for internships described above, with the following additions and exceptions.

1. The scope of the program is limited to internship opportunities within the college.
2. The Director of Staff and Program Development, the Director of Equal Access/Equal Opportunity (EA/EO), and the Director of Personnel identify the functional areas and administrators willing to serve as internship hosts.
3. The Director of Staff and Program Development communicates the availabilty of internship

opportunities to black employees.

4. The Director of Personnel and Director of EA/EO identify potential participants and encourage them to apply.

5. Trainees are selected and screened by a committee assembled and chaired by the Director of Staff and Program Development.

6. The host administrator and the Director of Staff and Program Development will design the training program, develop the schedule, and supervise the trainee.

ELIGIBILITY REQUIREMENTS

The trainees should have:

1. Completed at least twelve months of continuous satisfactory employment with the college.

2. Completed some college course work or inservice training in administration, supervision or management.

3. Met the minimum educational requirements for the position for which the internship is taken.

4. Demonstrated commitment to personal and professional growth by continuing education and participation in inservice training opportunities.

FJC currently has two black interns: a professor of communications with an MA is interning in central administration under the direction of the director of EA/EO and, an Advisor 1 with an MBA is interning in a campus business affairs office under the direction of the campus vice-president/provost. Both internships are for a period of five and one-half months (two terms), and at the end of that time the interns will return to their respective original positions. Each intern is fully qualified to fill the internship position on a regular basis and will have the additional administrative experience necessary to be competitive following the completion of the internship.

One of the advantages of the internship is that it can be tailored to the needs of each individual. Specific needs are identified and a member of the college staff then works with the intern anywhere from a few hours to a few days until the need is fulfilled. The intern works out of a base position and therefore always goes back to that position to apply the new learnings in an actual work setting.

Another advantage of the internship is that it gives the college a chance to test and become aware of the working abilities of the intern without being locked into guaranteeing the person the position. It also gives the intern an opportunity to test his or her desire to serve in an administrative capacity.

In each case, there is a biweekly meeting of the staff and program development director or a designee with the intern to measure progress toward agreed upon goals and to make adjustments as needed. Periodic meetings with the supervisor of the intern also take place. It is obvious that mutual support and cooperation must take place with a number of key individuals if an internship is to be successful.

Two more black interns are in the process of being assigned; one to the Student Services Department, and another to the Financial Aid Department. Other internships are in the stages of being developed where an identified need exists to create a pool of black applicants for future positions. In each case, SPD pays replacement employee costs for the duration of the internship and works closely with the intern and the supervisor to make the internship maximally beneficial.

In this time of decreasing enrollments and staff reductions, use of the internship is just one of creative way in which FJC will be able to continue to provide well qualified administrators to carry on the excellent service of the institution to the college district. Internships will be increasingly available to all employees as the college identifies needs for improved staffing.

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Duane D. Dumbleton, E.D., is Director of Staff and Program Development; and Eleanor J. Gay, M.Ed., is Director of Equal Access/Equal Opportunity for Florida Junior College of Jacksonville, FL.

Filling the Gap:

Introducing New Faculty to the Basics of Teaching

At The University of Texas at Austin, new faculty are provided with a week-long seminar which introduces them to the basics of teaching. Armed with this experience, these new instructors are able to approach their jobs with greater confidence and they waste less valuable time in "on-the-job-training."

By KARRON G. LEWIS, MARILLA D. SVINICKI and JAMES E. STICE

IT ALWAYS HAS SEEMED PECULIAR, and a little backward, that elementary and secondary teachers are provided with training in teaching skills as well as content matter while college instructors are very seldom, if ever, exposed to methods which will assist them in guiding the learning of their students. This lack of specific training in teaching techniques can be extremely stressful for a new faculty member as well as inefficient as they try to learn "on the job."

New college and university instructors typically have 3 to 4 *different* preparations during their first year of teaching (Fink, 1982, p. 173). Because of this, they usually spend at least 85 to 90 percent of their time on teaching-related activities. While it is true that a number of college instructors have been exposed to excellent teaching models during their educational careers, a majority have not. Because they come into the profession with few good role models, these beginning instructors usually have to fumble their way through their first year (and probably the second one too).

Frequently, these new faculty members adopt a teaching method (just because that is how they

were taught or because someone else they know uses that method) without thinking much about the consequences. This results in a great deal of wasted time and effort which could be put to much more productive use if these new instructors knew more about the basics of teaching. Thus, it stands to reason that with some assistance in learning about teaching techniques (e.g., how to write good exams, how to determine grades, how to lecture effectively, how to decide what to include in a course, etc.) these new instructors could approach their jobs with greater confidence and would waste less time learning from "trial and error."

To help provide this assistance, some institutions have courses in college teaching which are taken by their graduate students. However, these courses are usually aimed at creating better TAs and they don't cover many of the topics which would assist a new faculty member in his or her teaching role. In addition, these "college teaching" courses are not as widespread as one might think, so it is up to the hiring institutions to provide this type of instruction for new faculty members.

Though some institutions have pre-service orientation sessions for their new faculty members, these seldom include instruction in teaching techniques and usually only last one day. Typical orientation sessions provide information about the organizational structure of the institution, where to get keys, how to order textbooks, where the secretarial pool is located, etc.

At the University of Texas at Austin we prefer to attack the more fundamental questions confronting a new instructor. A considerable amount of work has gone into developing a "teaching seminar" for faculty members to acquaint them with the following areas: elements of course design, testing techniques, grading methods, student characteristics, learning theory, alternative teaching techniques (how to teach via methods other than lecture), some of the university's requirements for faculty performance.

This seminar spans the entire week prior to fall registration. Though we are constantly trying to improve the program, the present format and content seem to achieve our objectives fairly well. A listing of each day's activities and a brief description of our rationale for including these topics is presented below.

CONTENT AND RATIONALE

In designing the week's activities for this teaching seminar we have tried to provide a mix of theory and practice, general and specific, serious and humorous. We schedule lots of opportunities for interaction, both in the sessions and during the breaks. We feel this interaction is extremely important to the development of a feeling of belonging at the university, and it provides opportunities for the new faculty to actively engage in dialogue about the content being presented (thus encouraging learning).

We can't cover everything they need to know and we realize they wouldn't remember it if we tried. So, we settle for piquing their interest and then provide them with a large notebook full of written material for later reference and to supplement the week's activities. This notebook (consisting of approximately 250 pages) contains informational handouts which the CTE staff members have developed, along with journal articles and actual classroom samples from experienced faculty members. These handouts/reprints are divided into the following topic divisions:

1. Effective Teaching: What Is It?
2. Alternative Teaching Modes
3. Improving Specific Teaching Techniques
4. Learning Theory/Communication Skills
5. Testing/Grading
6. Evaluating Teaching

All of this is encased in a large 3-ring binder to facilitate easy access.

In comparison with many centers similar to ours at universities across the country, our staff is quite small. We have three professionals (two who are full-time and one who is ¾-time), a graduate research associate (½-time), and an administrative secretary. Needless to say, it would be fairly difficult for us to present the entire week singlehandedly. So, as you will see in the program below, we involve as many experienced faculty members as possible in the presentation of the sessions. In addition to relieving us to manage the day-to-day running of the seminar, this enables the new faculty members to interact with instructors who actually use these techniques in their teaching.

MONDAY

We begin by focusing the participants' thoughts on teaching and what it takes to be an effective teacher. This leads naturally to an analysis of the course design process and a discussion of instructional objectives. We place a great deal of stress on objectives and their use in teaching and testing. The participants are then taken through the process of communicating those objectives

and that design by creating a good syllabus. They are shown a number of sample syllabi which are appropriate for different level courses and discuss why a carefully developed syllabus is important for *each* class.

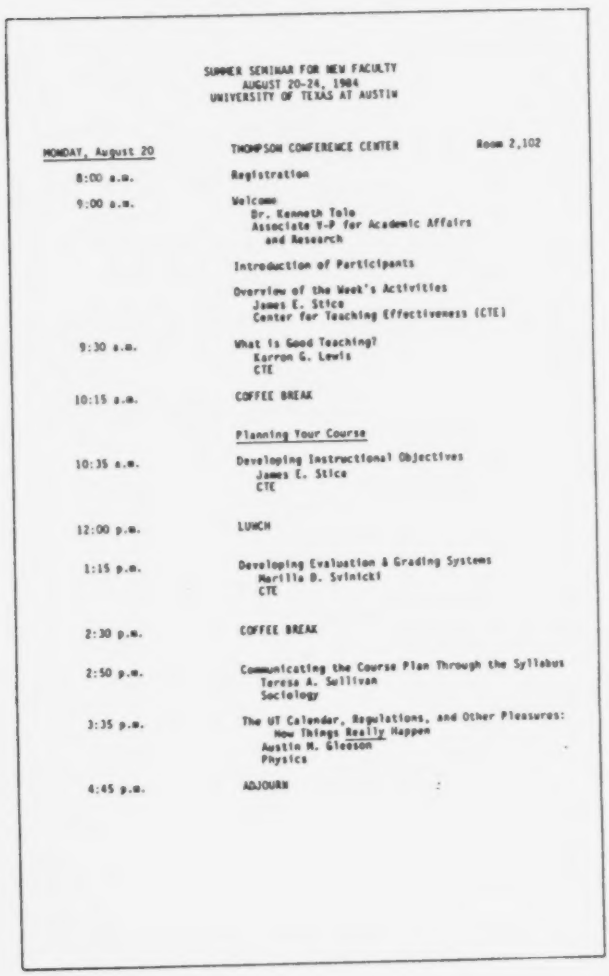
The final activity for this day is a discussion of some of the rules and regulations which will govern much of what the participants will be doing in their roles as faculty members (e.g., when to order texts, where to find final exam schedules, the Faculty Handbook and its contents, the Regents Rules, ect.), just so they realize that there are some constraints on their choices.

TUESDAY

Tuesday is spent discussing the students at our particular institution. The sessions for this day are presented by personnel from the Dean of Students Office and they are held in a large dorm/ classroom complex on the campus.

This day is a real eye-opener for many of the new faculty members, because they frequently assume that their students will be just like them — motivated, enthusiastic, open-minded, etc. They are given information about the Learning Skills Center which provides assistance to students who are having trouble with study skills, need tutoring, etc. Perhaps one of the most important sessions on this day is the one which deals with academic dishonesty. This is a difficult problem, at best, and this session provides guidelines for dealing with the problem and gives the names of people to turn to for assistance. The climax of this day is a lovely lunch served in the dorm cafeteria, hosted by the Division of Student Affairs.

Though Tuesday afternoon is technically free time, those participants who have not filled out their personnel forms are strongly encouraged to attend the afternoon session. This session enables them to get all of this paperwork completed at one time so they don't have to worry about it later.



SUMMER SEMINAR FOR NEW FACULTY
AUGUST 20-24, 1984
UNIVERSITY OF TEXAS AT AUSTIN

MONDAY, August 20 — THOMPSON CONFERENCE CENTER — Room 2.102

8:00 a.m. — Registration

9:00 a.m. — Welcome
Dr. Kenneth Tolo
Associate V-P for Academic Affairs and Research

Introduction of Participants

Overview of the Week's Activities
James E. Stice
Center for Teaching Effectiveness (CTE)

9:30 a.m. — What is Good Teaching?
Karron G. Lewis
CTE

10:15 a.m. — COFFEE BREAK

Planning Your Course

10:35 a.m. — Developing Instructional Objectives
James E. Stice
CTE

12:00 p.m. — LUNCH

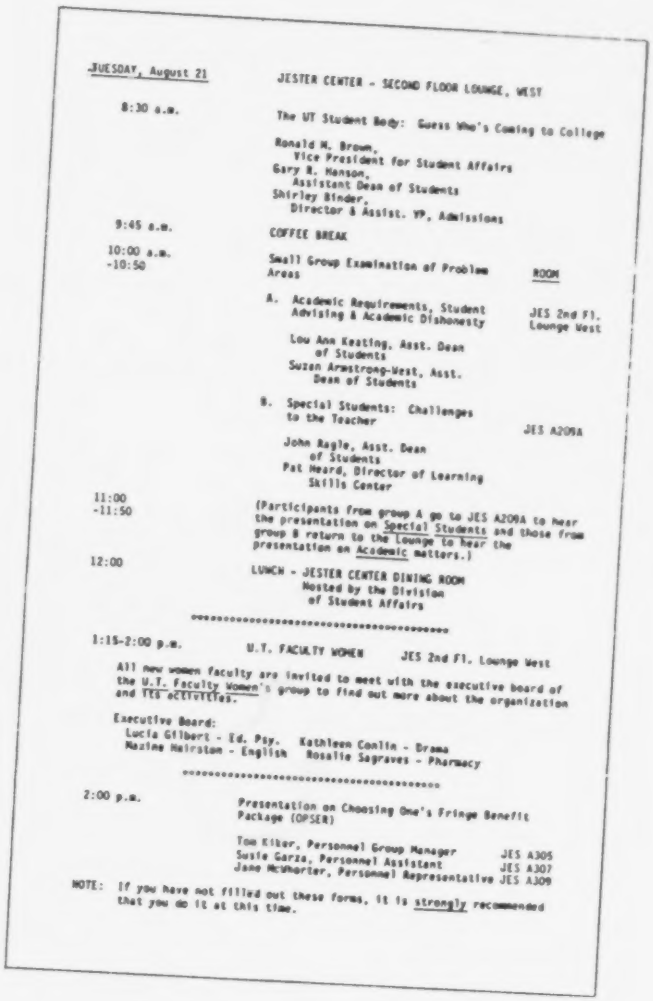
1:15 p.m. — Developing Evaluation & Grading Systems
Marilla D. Svinicki
CTE

2:30 p.m. — COFFEE BREAK

2:50 p.m. — Communicating the Course Plan Through the Syllabus
Teresa A. Sullivan
Sociology

3:35 p.m. — The UT Calendar, Regulations, and Other Pleasures: How Things Really Happen
Austin M. Gleason
Physics

4:45 p.m. — ADJOURN



TUESDAY, August 21 — JESTER CENTER - SECOND FLOOR LOUNGE, WEST

8:30 a.m. — The UT Student Body: Guess Who's Coming to College
Ronald H. Brown,
Vice President for Student Affairs
Gary R. Hanson,
Assistant Dean of Students
Shirley Binder,
Director & Assist. VP, Admissions

9:45 a.m. — COFFEE BREAK

10:00 a.m. -10:50 — Small Group Examination of Problem Areas — ROOM

A. Academic Requirements, Student Advising & Academic Dishonesty — JES 2nd Fl. Lounge West
Lou Ann Keating, Asst. Dean of Students
Suzan Armstrong-West, Asst. Dean of Students

B. Special Students: Challenges to the Teacher — JES A209A
John Ragle, Asst. Dean of Students
Pat Heard, Director of Learning Skills Center

11:00 -11:50 — (Participants from group A go to JES A209A to hear the presentation on Special Students and those from group B return to the Lounge to hear the presentation on Academic matters.)

12:00 — LUNCH - JESTER CENTER DINING ROOM
Hosted by the Division of Student Affairs

1:15-2:00 p.m. — U.T. FACULTY WOMEN — JES 2nd Fl. Lounge West

All new women faculty are invited to meet with the executive board of the U.T. Faculty Women's group to find out more about the organization and its activities.

Executive Board:
Lucia Gilbert - Ed. Psy. Kathleen Conlin - Drama
Nazlee Hairston - English Rosalie Segraves - Pharmacy

2:00 p.m. — Presentation on Choosing One's Fringe Benefit Package (OPSER)
Tom Kiker, Personnel Group Manager — JES A305
Susie Garza, Personnel Assistant — JES A307
Jane McWhorter, Personnel Representative — JES A309

NOTE: If you have not filled out these forms, it is strongly recommended that you do it at this time.

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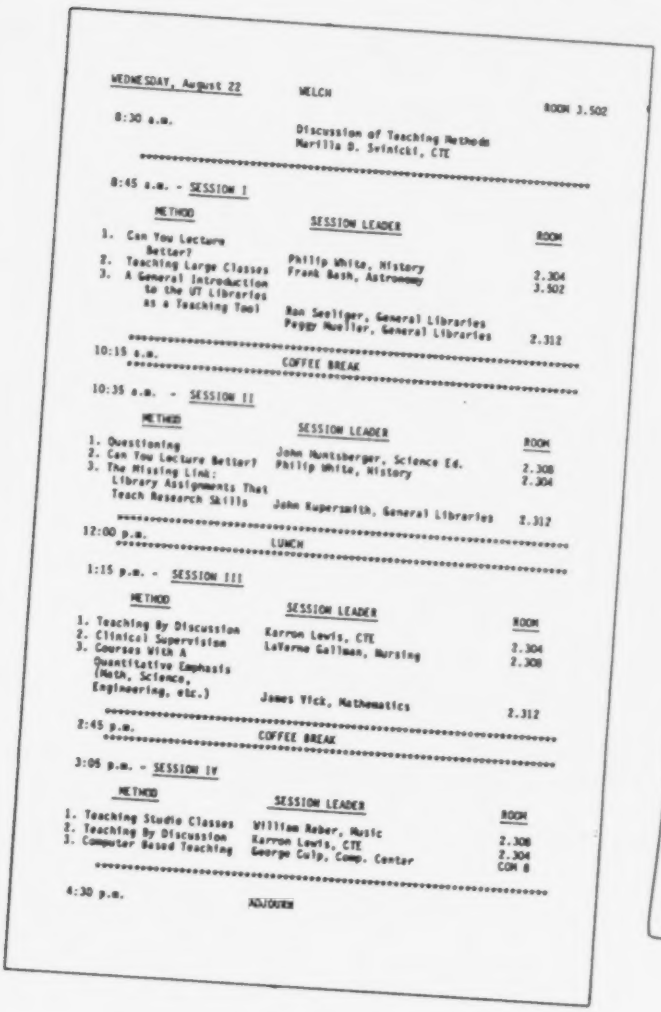
WEDNESDAY/THURSDAY

The real nitty-gritty of day-to-day teaching is highlighted on Wednesday/Thursday when we concentrate on specific methods of teaching as described by real live faculty members who use them. The most consistently positive feedback on the seminar evaluation sheets concerns the format for these two days. As you can see, these two days are divided into 1½ hour sessions with coffee breaks/lunch between them. During each session three different topics are offered in adjacent rooms and the participants may choose one topic per session.

We have found that the group divides fairly evenly for each session, so each topic leader ends up with about 20 participants. Most of the topic leaders are experienced faculty members who have agreed—most very enthusiastically—to assist in this program. (These able assistants are paid a $50 honorarium and they are invited to the cocktail party at the end of the week.) By using



WEDNESDAY, August 22 — WELCH — ROOM 3.502

8:30 a.m. — Discussion of Teaching Methods
Martilla D. Svinicki, CTE

8:45 a.m. - SESSION I

METHOD	SESSION LEADER	ROOM
1. Can You Lecture Better?	Philip White, History	2.304
2. Teaching Large Classes	Frank Bash, Astronomy	3.502
3. A General Introduction to the UT Libraries as a Teaching Tool	Ron Seeliger, General Libraries Peggy Mueller, General Libraries	2.312

10:15 a.m. — COFFEE BREAK

10:35 a.m. - SESSION II

METHOD	SESSION LEADER	ROOM
1. Questioning	John Huntsberger, Science Ed.	2.308
2. Can You Lecture Better?	Philip White, History	2.304
3. The Missing Link: Library Assignments That Teach Research Skills	John Rupersmith, General Libraries	2.312

12:00 p.m. — LUNCH

1:15 p.m. - SESSION III

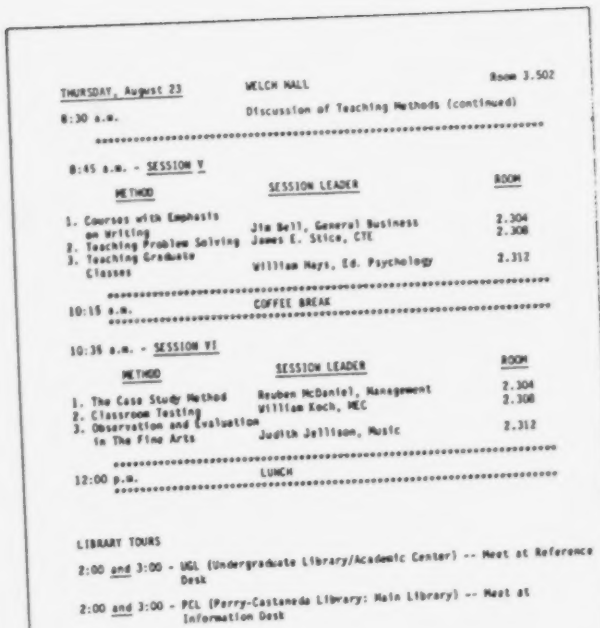
METHOD	SESSION LEADER	ROOM
1. Teaching By Discussion	Karron Lewis, CTE	2.304
2. Clinical Supervision	LaVerne Gallman, Nursing	2.308
3. Courses With A Quantitative Emphasis (Math, Science, Engineering, etc.)	James Vick, Mathematics	2.312

2:45 p.m. — COFFEE BREAK

3:05 p.m. - SESSION IV

METHOD	SESSION LEADER	ROOM
1. Teaching Studio Classes	William Reber, Music	2.308
2. Teaching By Discussion	Karron Lewis, CTE	2.304
3. Computer Based Teaching	George Culp, Comp. Center	COM B

4:30 p.m. — ADJOURN



THURSDAY, August 23 — WELCH HALL — Room 3.502

8:30 a.m. — Discussion of Teaching Methods (continued)

8:45 a.m. - SESSION V

METHOD	SESSION LEADER	ROOM
1. Courses with Emphasis on Writing	Jim Bell, General Business	2.304
2. Teaching Problem Solving	James E. Stice, CTE	2.308
3. Teaching Graduate Classes	William Hays, Ed. Psychology	2.312

10:15 a.m. — COFFEE BREAK

10:35 a.m. - SESSION VI

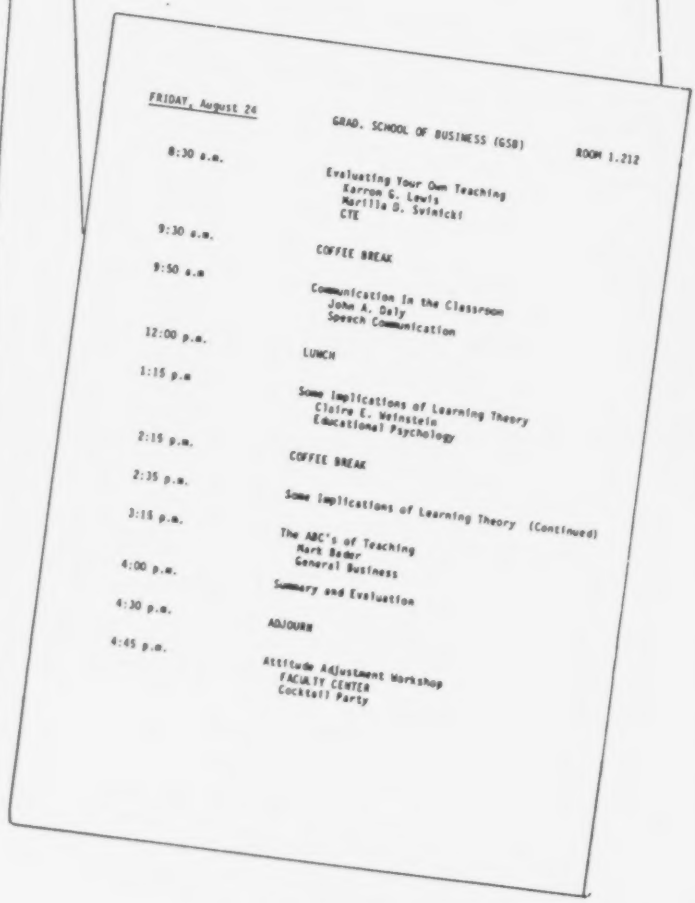
METHOD	SESSION LEADER	ROOM
1. The Case Study Method	Reuben McDaniel, Management	2.304
2. Classroom Testing	William Koch, MEC	2.308
3. Observation and Evaluation in The Fine Arts	Judith Jellison, Music	2.312

12:00 p.m. — LUNCH

LIBRARY TOURS

2:00 and 3:00 - UGL (Undergraduate Library/Academic Center) -- Meet at Reference Desk

2:00 and 3:00 - PCL (Perry-Castaneda Library: Main Library) -- Meet at Information Desk



FRIDAY, August 24 — GRAD. SCHOOL OF BUSINESS (GSB) — ROOM 1.212

8:30 a.m. — Evaluating Your Own Teaching
Karron G. Lewis
Martilla D. Svinicki
CTE

9:30 a.m. — COFFEE BREAK

9:50 a.m. — Communication in the Classroom
John A. Daly
Speech Communication

12:00 p.m. — LUNCH

1:15 p.m. — Some Implications of Learning Theory
Claire E. Weinstein
Educational Psychology

2:15 p.m. — COFFEE BREAK

2:35 p.m. — Some Implications of Learning Theory (Continued)

3:15 p.m. — The ABC's of Teaching
Mark Bader
General Business

4:00 p.m. — Summary and Evaluation

4:30 p.m. — ADJOURN

4:45 p.m. — Attitude Adjustment Workshop
FACULTY CENTER
Cocktail Party

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this format we are able to draw upon the expertise of many excellent instructors and the new faculty are given the opportunity to meet some "old pros" who can answer questions they may have about teaching at this university.

Thursday afternoon is free unless the participants want to get a closer look at the main libraries.

FRIDAY

During Friday sessions, we try to give a theoretical foundation for the more practical information which was presented at the beginning of the week. First, we give the participants some methods for critiquing their own teaching and a brief description of some of the things our office does to assist instructors who wish to improve their teaching. Then two very dynamic instructors discuss communication theory and learning theory as applied to college teaching.

Friday is wrapped up by a graduate of this teaching seminar program who provides some humorous insights into the life of a UT faculty member. The participants then evaluate the week and "wind down" at the Attitude Adjustment Workshop (i.e., Cocktail Party). In addition to the participants, their spouses, the presenters and the CTE staff, the deans and chairs are invited to the cocktail party. Usually the vice-president for academic affairs and research and some of his staff also attend.

RESPONSE AND OUTCOMES

As you can see, this is a very intense program and it takes a great deal of time and effort to conduct. However, we are convinced that this seminar program has been successful. The participants have consistently responded overwhelmingly in favor of continuing the program. The two major strong points of the week-long seminar, as stated by the participants, are:

1. The chance to meet and interact with various faculty members from other disciplines (something they probably won't have much of a chance to do once they get established in their departments); and

2. The focus of the week on teaching helps them prepare themselves and their materials for a more productive beginning in their new positions.

The few criticisms which the program has received have concerned the length of the program (either too long or too short) or the redundance in the material covered.

Over the years we have received some interesting unsolicited letters after the seminar has concluded. One was written by a man who had been a well-known public figure, and had been hired as a full professor. He said,

> After 30 years I am changing my career. I never expected to be a college teacher, and I've been worried about what in the world I would do with my students. I didn't know what to expect from them, I didn't know what they expected from me, I had no idea how to conduct a class! Lately, I'd had stomach problems, and I hadn't had a good night's sleep in three weeks. Then I came to your workshop, and now I know what I'm going to do, and I have some ideas about how to do it—and I'm sleeping like a baby again. I am very much in your debt.

Another letter came from a man who had been practicing law for 12 years and was just entering the teaching profession. He said,

> A week has passed since I met my first class, and although I still have some adjusting to do I can't help but feel that without your seminar my burden would have been substantially greater. Certainly the time has come to realize that mere knowledge in a particular field is not a substitute for teaching skills. As I sat in the seminar I realized the tremendous importance of understanding fundamentals of education.
>
> This (first week of teaching) has been perhaps the most intellectually stimulating week of my life.

ADMINISTRATIVE CONCERNS

Funding for this seminar is provided by the office of the president. We discovered, after several unsuccessful attempts at similar programs, that if a program of this nature was going to work, it had to have *administrative support.* There had to be someone with clout behind the program to stress that the university values good teaching and that this program was a long-term attempt to improve the teaching on this campus. In addition, this person would have to indicate that the support of the deans and chairs was expected.

We also found that there needed to be some *tangible advantage* to be gained by the new faculty member from participating in the program. We determined that this should take the form of some type of monetary compensation. This monetary compensation consisted of a week's salary for each participant during the 1980 seminar. We have, however, had to modify the rules about payment in order to keep the program affordable. Only full-time, tenure-track people who are hired during a given calendar year are currently eligible to be paid. We do not pay visiting professors or faculty members who have a single-year appointment.

We invite *all* new faculty members to attend the seminar via a personal letter, but we have found that those who are eligible to be paid are primarily the ones who participate. We have also changed from paying a full week's salary to a flat rate for each pay-eligible faculty member who attends. Last year this flat rate was $650.

In addition to paying the participants, the other expenses include:

1. Honorariums for the experienced faculty presentors (last year we had 21 at $50 each).

2. Printing for handouts, notebooks, notebook contents, and name tags.

3. We have to pay for room rental only on the first day because that day's sessions are held in a Conference Center. The remainder of the week's sessions take place in actual classrooms around the campus for which there is no charge.

4. Coffee break supplies and catering fees.

5. Food and drinks for the Cocktail Party.

Though providing parking for the new faculty members does not incur any expenses, we have to obtain temporary parking permits for them for the week because they don't usually get their permanent one for the year until the end of the week. As with any activity of this magnitude, there are number of details which must be attended to but you often don't think of them until a problem arises. After five attempts to get everything in order, the week now runs quite smoothly.

Attendance at the seminar has been decreasing steadily since the first one in 1980 because the university has hired fewer and fewer new faculty members each year. However, the percentage of full-time, tenure-track people who attend has actually been increasing. In 1984, 58 percent attended compared to about 30 percent in 1980.

TABLE

Costs of Summer Seminar for New Faculty

	1980	1981	1982	1983	1984
Total Cost	$38,625	$43,210	$33,907	$30,205	$36,931
Number New Faculty who were paid	69	67	47	42	52
Average Cost per participant	$560	$645	$721	$719	$710

Though you might say that such a program would not be feasible at your institution because it is too costly, when you look at the investment institutions are making in each faculty member they hire, the cost doesn't seem so prohibitive. For example, let's suppose that a faculty member is hired as an assistant professor at the age of 28 in 1983, and promoted to tenure in 1990, at age 35. The faculty member's salary for the 1990-91 school year is $20,000 per nine-month year. Suppose this person stays at the university for 30 years after receiving tenure, retiring in 2020 at age 65. Further, assume that a 5 percent raise is given for the second through the sixteenth year after the first year as an associate professor. After this, the salary remains constant at $41,579 for the last 14 years. The total amount of money paid to this faculty member by the institution for those 30 years is:

$$\$20{,}000 + \$453{,}152 + \$582{,}106 = \$1{,}055{,}258.$$

The example above gives a value that is too low, because fringe benefits are not included. It illustrates, nonetheless, that a university has a large investment in its faculty. If we can increase the effectiveness of this faculty by even 5 percent, we should investigate that possibility. The program described here has the potential to accomplish that, and it currently costs 0.068 percent of the investment shown above.

SUMMARY

Over the past few years that the seminar has been offered, we have received enthusiastic feedback from participants indicating that they are using the information acquired with good results, the department chairs independently are telling prospective faculty members about it, and the President seems pleased enough to continue its funding. Though we have not kept accurate records, we have also noticed that a good number of the "Teaching Excellence Awards" which have been distributed over the past three or four years have gone to "graduates" of this summer seminar. Though we know we can't take all the credit, we'd like to think that this isn't just a coincidence!

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Karron G. Lewis is Faculty Development Specialist; Marilla D. Svinicki is Assistant Director; and James E. Stice is Director for The Center for Teaching Effectiveness at The University of Texas at Austin, TX.

In-Service Education: An Operational Model

The Community College of Philadelphia has had some form of staff development during all of its twenty years. Over the last fifteen years, different forms of In-Service Week programming have emerged to enhance the staff development process.

By RAYMOND A. PIETAK, JOSEPH E. BARRETT and GEORGE S. BEERS

IN-SERVICE EDUCATION is a concept with many meanings. This paper addresses in-service education in relation to the semi-annual programming of workshops for the full time faculty and administration of the Community College of Philidelphia. The authors are grateful for the writings of Gaff (1975), Berquist and Phillips (1975, 1977, and 1981), Centra (1976), and others for practical guidance in helping to develop their efforts.

Single-concept articles on in-service education, such as the one by Aaron (1973) on goal setting in a school merger and its relation to in-service, or the one by Rabalais (1983) on part-timers, have been of less assistance in the programming, but of some assistance with specific workshops within the bi-annual in-service programs. Articles which presented reasons for in-service programming, such as Grabowski; (1983) on meeting administrative responsibility, or Bender and Lukenbill (1984) on practicing on oneself rather than developing others, or Harnish and Creamer (1984) on combatting faculty professional stagnation have been useful in helping to describe why in-service programming is a reasonable undertaking.

As practitioners, we have focused our efforts of developing an operational in-service model. Information from staff development literature has, undoubtedly, been subconsciously integrated into the development of the Community College of Philadelphia's in-service operational programming model. We welcome this opportunity to share both our model and our experiences over the last decade. While we believe a college administration must build a program unique to its own circumstances, we also believe that the study of ongoing programs and the review of relevant literature can greatly assist in the development of a unique program.

WHY IN-SERVICE PROGRAMMING— WHY STAFF DEVELOPMENT

Staff development has been a long standing goal in colleges. The broad practice typically involves granting sabbaticals, subsidizing travel to professional conferences, and subsidizing further education for the faculty. These practices have value but represent only one avenue for improving a community college: The particular improvement of individuals and the general improvement of the institution. In-service education allows for particular improvements within the institution and general improvement among individuals. Student population changes in the 1970s required responsive changes among both faculty and institutions. The Community College of Philadelphia undertook a complete staff development program which not only included the typical long-standing practices, but significantly, added and required an in-service program.

In the 1970s the college began to serve an increasingly unprepared student population demanding new skills from traditionally trained and educated faculty. With the erosion of the early pioneer spirit, the problems of providing college education to the "new" students greatly taxed the enthusiasm and stamina of faculty. Opportunities for education were attracting new types of students. Many of these "new" students were apparently motivated to enter college because of a tightened job market rather than any lifelong desire to become enlightened and educated human

beings. It seemed clear that the institution had changed and the faculty and staff needed assistance in coping with that change.

A growing and varying enrollment pattern further complicated this scenario. The college continued to increase its full-time equivalent (FTE) enrollment; however, the growth was due primarily to enrollment of large numbers of part-time students. Full-time student registrations actually declined as more and more part-time students were enrolled over the past decade. Currently more than twenty thousand students are enrolled each semester.

DEVELOPING AN OPERATIONAL IN-SERVICE MODEL

The Community College of Philadelphia's in-service model was changed several times before assuming its present state. The nature of participation and who planned the program have been two of the most revolutionary changes that have occurred. In-service programming was initially planned by senior administrators with all faculty and administrators required to attend. The second pattern involved academic administrators planning the sessions with voluntary attendance for faculty and administrators. In the third model, academic administrators and faculty volunteers were the planners and attendance remained voluntary. The fourth pattern was planned by individual faculty members with attendance still remaining voluntary. The appointment of faculty, on a paid basis, to plan the program while attendance remained voluntary for faculty and administrators became a fifth model.

When voluntary, attendance at the in-service programs was meager. After seven years of trying to implement in-service programming with voluntary participation, the administration chose to exercise an option in the collective bargaining agreement and began requiring attendance. the administration also chose to fix the planning and coordination with an instructional development specialist and one other administrator. It has been their responsibility to identify organizational and faculty needs and to establish programming to address these needs. The time for this programming was established as the week preceding each regular semester. The attendance requirement was also fixed at one full day of workshop attendance, one half day of meeting with one's department, and one half day of meeting with one's division, a minimal two day commitment during a five day series of programs.

PLANNING FOR IN-SERVICE EDUCATION WEEK

Planning for an in-service education week involves communicating with faculty and administrators, identifying programming needs, and insuring that all the necessary systems are functioning. The contractual obligation of faculty attendance during this time is limited to full-time faculty, although part-time faculty have always been welcome. Recently, however, a procedure has been developed by which part-time faculty are formally invited to voluntarily attend workshops during in-service education week. Faculty are notified of each upcoming event approximately four weeks prior to the event and they register for workshops of their choice. The last three in-service education week programs ahve ahd more than thirty opeional workshops.

The actual determination of workshops offered involves many persons. Formal coffee hours are hosted each semester for the sole purpose of attracting suggestions and recommendations of workshops for in-service. The staff of the provost and Instructional Development Services are available for discussion of workshop proposals and possibilities.

Spring, 1985 In-Service Education Week programming represents the type of programming its developers feel is responsive to college and individual needs: (a) six workshops are dedicated to strengthening curricula, (b) nine workshops explain the operation of a variety of institutional programs, (c) twelve workshops are committed to improving instruction, (d) four workshops address large institutional needs, (e) twelve computer workshops include a variety of offerings including writing programs, sampling prewritten software, practicing word processing, and generally becoming familiar with microcomputers, and (f) three workshops deal with miscellaneous topics.

When the situation warrants a thematic approach or a nationally renowned speaker, in-service programming has been developed accordingly; however, this type of programming has always been less popular with the response being consistent. Almost ninety percent are led by faculty and administrators with faculty receiving compensation for preparing the in-service workshops.

Other details to be addressed during this week include: (a) briefing outside consultants as to what is expected of them during their workshops, (b) working with a limited number of faculty in developing specialized individualized released time activities in lieu of attending in-service, (c)

preparing attendance sheets for each of the workshops so that attendance can be taken unobtrusively, (d) organizing specialized luncheons on occasion, and (e) preparing the workshop evaluation questionnaires. Foodstuffs and beverages are provided before each workshop and lunch is served at all full day sessions to promote workshop cohesiveness.

CONCLUSION

The Community College of Philadelphia has been conducting in-service programming for many years. The model that has evolved is participatory, full of choices, makes use of in-house expertise, provides outside resources when needed, and is a mandatory system for full-time faculty and administrators. It works because it was developed to meet the needs of a unique environment that is rich in talent and creativity.

These developmental experiences will, hopefully, motivate others to reach beyond theoretical models in order to develop programs which meet the needs of their faculties, staffs, and institutions. In-service planning is difficult, but it can be rewarding and it is essential.

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To understand much of what we're doing with respect to cancer research, you'd need a graduate degree in microbiology or biochemistry.

But to understand how well our educational programs and service resources help both patients and their families, simply talk to one out of every 100 Americans who are part of our volunteer program. Or talk to one of the 3 million who've survived cancer.

The battle isn't over but we are winning.

Please support the American Cancer Society.

AMERICAN CANCER SOCIETY

Promotion and Career Ladder Opportunities for Professional Staff: The Stony Brook Plan

Professional staff in colleges and universities usually do not have the clearly defined paths for advancement offered to faculty. The Stony Brook plan provides a model to improve this situation.

By WILLIAM B. HARVEY

PROFESSIONAL STAFF in colleges and universities do not usually have clearly defined paths for advancement, such as those that are available to the faculty. Though they are vital to the successful operation of a college or university, persons who serve in staff or support positions such as assistant deans, counselors, admissions officers and "assistants to" various higher administrative officials, rarely can take advantage of an identified career ladder in the way that members of the professoriat can, (Fortunato & Waddell, 1981).

In faculty positions, a successful individual can move from assistant professor to associate professor to full professor over a specified period of time, with greater job security and added financial reward as the person progresses. But, for professional staff, the opportunity for advancement in many institutions occurs only when someone who holds a higher position leaves, or

when fortuitous circumstances result in a new position being created.

Recognizing this structural problem as an impediment to retaining good, professional staff members who were concerned about their upward mobility, employees at the State University of New York at Stony Brook designed an innovative promotion and career ladder program for its administrative employees. Stony Brook President John Marburger created a Task Force on Promotions and Career Ladder Opportunities that began meeting in November 1981. He charged the group with:

1. Investigating reward, merit and promotion systems at other State University units and public colleges and universities.

2. Investigating current evaluation systems within the State University.

3. Investigating professional employee needs, aspirations and beliefs regarding reward, merit and promotional opportunities; and

4. Proposing recommendations for implementation of the memoranda of understanding, including methods of professional recognition, professional development and merit awards.

NATIONAL ASSESSMENT

In regards to the first charge, several institutions were surveyed in an attempt to ascertain their promotion policies regarding professional employees. to ensure uniformity of survey results, professional employees were defined as nonteaching and research, general administration, and student services. These employees generally do not hold academic or qualified academic rank. By the same token, promotion was defined as an increase in a professional employee's basic annual salary, with or without a change in title and/or professional rank, which is the result of a significant increase in duties and responsibilities of a greater scope or complexity.

Table I provides a list of the institutions that responded. Presented separately is a synopsis of survey responses provided by each university.

TABLE I

Campus	Total Enrollment	Total Faculty	Number of Non-Teaching Professionals	Union Status
Wisconsin	36,840	2,233	2,360	No union
Florida State	23,000	1,248	331	Partially unionized
Indiana*	70,000	3,300	2,000	No union
Illinois	29,616	2,543	152	No union
Penn State	50,600	3,340	2,080	No union
Rutgers	30,099	3,826	1,408	No Union
Minnesota	52,981	4,599	4,850	No union
Connecticut	16,658	1,252	630	Unionized
Texas	40,997	1,860	1,844	No union
Massachusetts	23,011	1,567	905	No union

*system-wide

SYNOPSIS OF SURVEY RESPONSES BY CAMPUS

WISCONSIN

Has a limited classification plan for professional employees. They are statutorily excluded from State classified civil service system. Plan includes a series of job titles with broad definitions of duties and responsibilities. Limited wage and salary plan (not formalized), no grade system, very broad salary ranges for each position. Departments and/or employing units establish salary rates for professional employees. Have an informal evaluation process handled departmentally on an annual basis. No clear cut promotional track or career ladder programs. Promotional considerations rest within the departments. Funding for promotional increases is decentralized. Have good general training programs for supervisors and for general employee training. Training programs not designed for specific advancement opportunities or promotional purposes. No specifically designed programs for rewarding performance.

FLORIDA STATE

Has a uniform classification system for its professional employees, including job titles and specifications. Wage and salary plan is formalized. Professional positions are assigned by title to pay ranges which have minimums, midpoints, maximums. Salary rates are set by the wage and salary plan and monitored by the President or his designee. Salary increases for professional staff are normally given only once in a twelve month period. Promotion to a position of greater responsibility can also constitute a salary adjustment based upon recommendation of supervisor through the President or his designee. Have no formal evaluation process, evaluations performed annually by department. No formal promotion process or career ladder programs. Promotional considerations are at the discretion of the departments, based on employee applications and review of performance. Funding of promotional increases provided through State appropriations and soft monies allocated to departments. No formal training programs or other types of reward mechanisms.

INDIANA

Has a formal classification plan using point factor ratings, encompasses 2000+ positions classified at sixteen levels. No wage and salary plan, positions are classified in a normal salary ranges, increments, etc. are set. Performance evaluations are performed annually by departments. Salary adjustments for promotion within the same position are at the discretion of the department. Promotions (one position to another) are initiated by employees; personnel monitors qualificatins and affirmative action compliance; actual decision made by department. No clear promotional track for career advancement. Training programs limited to supervisor/management training, administered by Personnel Office. Training programs not designed for specific career advancement or promotional considerations. Limited types of reward mechanisms. Staff merit Award program (2 awards annually) one time bonus, not added into base salary.

ILLINOIS

Formal classification plan, similar to our State Civil Service classification and wage plan but controls are local and changes are initiated locally within the departments. Non-academic employees (NTP's) are within this plan. Plan consists of a twenty-nine grade schedule to which job classifications are assigned, these grades are further divided into incremental steps. Progressin is by a yearly *periodic increase* (one step) based on satisfactory performance or by *superior performance* (one step) recognizing outstanding job performance (limited to 20% of non-academic employees on a yearly basis). Funding of promotional increases is available from a variety of sources. No formal evaluation or promotion programs, established and monitored departmentally. Training programs limited to managerial staff development with a few course offerings for general employee populous. In the process of developing a one-time cash bonus program for outstanding employees.

PENN STATE

Formalized classification and wage and salary programs. Job titles, groupings and specifications, tied into a point-factor plan which places positions into a formal grade range plan. Promotion is based on going from one position to one of a higher grade, all increases based on merit or discretion (0-15%). No appearance of in-grade promotions. Funding of promotional increases are decentralized to the department or dean level. Due to affirmative action considerations, all promotions are advertised for internal recruitment first, outside recruitment next (if no qualified candidates bid for the position), and simultaneously inside and outside if the mix of employees in the given area is not appropriate or if there are no qualified bidders. Good mix of training programs tied to supervisory management growth. Training program is not geared toward specific advancement or promotional opportunities.

RUTGERS

Has a formalized classification and wage and salary plan (Hay Plan) for their professional employees. Is tied to the N.J. State Civil Service system which is a multigrade, incremental adjustment system, similar to our own State civil service plan. Promotions occur when grade and/or title are changed, there are no in-grade promotions. Funding for promotional increase is from a University-wide central fund. There are no standardized performance-related monetary adjustments, nor does there appear to be a formal process of evaluation of employees. No formal training programs. Awards recognition includes four Excellence in Administration awards annually, which includes a $500 bonus. They are presently drafting a performance based program to recognize extraordinary service.

MINNESOTA

Formal classification plan tied to their State civil service plan. Wage and salary program is formalized but is reviewed every two years, includes a yearly across-the-board adjustment and a merit program (when money is available). They have no appearance of a formal (or informal) promotional system. They do have a yearly evaluation process (not explained); however, this is tied to merit money only, when it is available. No training programs and no other types of reward mechanisms.

CONNECTICUT

Has a formalized wage and salary program (ranges) which is subject to collective bargaining. They have a formal classification plan similar to our own (point-factoring, job categorization). Salary ranges are tied to collective bargaining. Have across-the-board raises, increments (annual) and limited merit money. Salary increases are also given for other than mandated adjustments: a) inequity, b) misclassification, c) marketplace, d) compression (of supervisors vs. subordinates salaries). These adjustments are once a year, based on recommendation of departments to Vice Presidents, subject to union approval. Promotions are recommended by department heads through deans and approved by Vice Presidents. They are based on the merits of each case and funds available. Review is internal. The promotions are funded from their annual budget allocations except in the case of in-rank promotions, these are funded from a special fund provided in the contract and carry a $250 monetary adjustment. No formal process of evaluation of employees. No formal training programs or other incentive programs.

TEXAS

Has a formalized classification plan consisting of position titles by family groupings, specifications on the nature of work and a uniform use of job grading and procedures for job evaluation. A formal wage and salary plan is in place consisting of a schedule of ranges by title and job classification. Evaluation process is annual, however, it is not formalized and is departmentally initiated. Promotional advancement is via employee initiative working through University's Promotion/Transfer policy. Departments have option on how to recruit (within department, within university or open). Funding for promotional increases comes from within the department. There is a merit salary policy which is discretionary financial recognition for work performed, evaluation is by department and funding is from departmental allocation (increase may not exceed one salary step within the grade range). Currently developing a Career Counseling Program to include career counseling, planning, promotional paths/ladders, and some developmental opportunities such as job sharing, job rotation, cross-training, etc. Have some other recognition programs, President's Excellence Award ($500 stipend) and an annual Service Awards Program for longevity.

MASSACHUSETTS

No formal classification plan. No formal wage and salary plan. There are broad guidelines initiated by the Office of the President. Responsibility of each segment of the University to implement classification system in accordance with its own unique requirements, but consistent with the broad plan for the total University. They maintain an annual evaluation of all non-academic staff, initiated by department. This is a formal process working through the Personnel Office. As part of this annual process, employees will also be assessed for merit recommendations. Promotional considerations are strictly via a University-wide search process which has formalized policies and procedures. Employees must initiate their own promotional requests. Promotional increases are funded on a decentralized basis by department. Good training programs for supervisory staff development and for meeting general employee needs. No other incentive programs at present.

LOCALIZED ASSESSMENTS

Though the 64 campuses of the State University of New York are governed under a "master contract" with the United University Professions, which is a subdivision of the American Federation of Teachers, some variation was thought to exist on the various campuses in regard to actual evaluation procedures. To meet its second charge, the task force surveyed several SUNY institutions and discovered that there were very few major variations in the evaluation process that had been addressed in a "Memorandum of Understanding" between the union and the university on that subject. Two major sub-groups of employees, those who are categorized as research foundation personnel and management/confidential personnel (serving at the pleasure of the president) did not have uniform evaluation procedures, though discussion was underway about initiating such a process on a statewide basis.

The task force surveyed the Stony Brook professional employees as a means of satisfying its third charge. A forty-six item questionnaire was sent to all non-teaching professional employees (n =1200) at the university. The number of responses received was 602, or slightly above 50 percent. Some of the more interesting findings were that:

- 67 percent of the respondents had not received a promotion in the last five years.
- 45 percent did not know the criteria for promotion.
- 62.4 percent felt that there were not enough promotional opportunities on campus to satisfy their career objectives.
- 75 percent felt that they would not be promoted or were unsure about the likelihood of receiving a promotion within the next three years.
- 77 percent of the respondents felt satisfied with the work they were doing.
- 8 percent felt that the university was a poor place to work.
- 74 percent felt that they should be receiving $3,000 or more in additional pay for the work that they were doing.

RECOMMENDATIONS

After carefully studying and evaluating all of the accumulated data, the task force met its fourth charge by offering the following recommendations to President Marburger in May of 1983:

1. Explanatory material on the criteria for promotion as set forth in the policies and related material contained in the agreement between the State and United University Professions (UUP) should be published and distributed to all professional employees and their supervisors. This should include the procedure for requesting promotion, the steps involved, reasonable time periods at each step, and appeal procedures if denied promotion.

2. The Task Force recommends that the president authorize the development of a program to insure that all supervisors receive adequate training in and thorough knowledge of:
   a) procedures for drawing up performance programs;
   b)established guidelines for evaluating professional employees;
   c) procedures for promotion of professional employees;
   d) opportunities available for professional development;
   e) agreements reached between the State and UUP pertaining to the conditions of employment of professional employees.

3. A training unit with appropriate staff should be established to plan, initiate and develop resources for activities such as:
   a) job training programs;
   b) workshops in skills development;
   c) counseling programs.

4. Qualified employees should be encouraged to participate in an internship program for professional employee development. For example: A pilot program of professional development is proposed on a two-year trial basis. This internship program could be carried out by the Office of Personnel with the assistance of professional employee groups, such as the Professional Employee Governing Board. If a training officer is hired by the university, he or she might coordinate the program. Some of the steps in developing the program might include:
   a) identifying the overall philosophy, goals and objectives;
   b) polling the supervisory staff as to the experiences they can provide to professional employees, the eligibility requirements, and the job responsibilities. A list of program sites can then be generated;
   c) allotting 5-10 slots for each program cycle. Each cycle should last about six months and be scheduled for about one-half day per week;
   d) awarding positions in the program on a competitive basis from among all State and Research professional employees. The employees' applications may include supporting documentation and a statement of professional goals and interests. All positions will be subject to affirmative action guidelines;
   e) giving the program employee, internship supervisor and personnel representative the right to tailor an individualized program, including: 1) specific goals and objectives, 2) training methods, 3) evaluation methods;
   f) evaluating program outcomes, including employee growth, costs, attitudes of employee and supervisor, effects on employee career mobility, effects on "home" and internship department, etc., to determine program success.

5. Employment opportunities for professional employees should be listed in an existing weekly publication. As a pilot

program, professional employees who wish to receive professional job opportunity postings could receive them from Personnel upon request.

6. A professional skills bank should be developed to pinpoint individuals who wish to be considered for job vacancies for which they have the necessary skills.

7. A policy fostering promotions from within, which meets affirmative action and contractual obligations, should be developed. For example:

a) The qualifications for the vacant positions must be clearly specified and defined.

b) All job vacancies should be posted and/or advertised within and outside the University simultaneously.

c) The pool of qualified internal applicants should be evaluated by the Area Equal Employment Opportunity Committee to see if the applicant pool conforms to affirmative action guidelines set by the University. If affirmative action guidelines were met, a search of the internal pool only would take place; if after evaluating this limited pool no suitable candidate was found, the external pool might then be searched. If affirmative action guidelines were not met, the internal and external pools would be considered together in the process.

d) The professional skills bank (Recommendation #6) from which a qualified pool of in-house candidates could be drawn should be useful in meeting the objectives of this proposal.

8. Department heads should develop financial plans that anticipate promotional needs for their units. Prior to denying a promotion for lack of funding, department heads should consult at appropriate levels within the chain of command to identify alternate resources.

9. Promotional opportunities and career ladder programs should be developed within departments and offices and subsequently publicized. These may be formal as in the cases of Respiratory Therapy and Hemodialysis or informal as in the case of Management Systems.

10. The concepts of cross training, job rotation, and job sharing among professional employees should be implemented where feasible so as to promote employee mobility and enhance services.

11. A system of rewards, monetary or otherwise, should be developed and implemented to recognize employee achievements for excellence in, and length of, service. Discretionary monies and the Stony Brook Foundation should be considered as sources of funding.

12. Greater opportunities should be made available to professional employees for:

a) released time for continuing education;

b) administrative leave for professional development following the guidelines in the agreement between the State and UUP;

c) financial support to attend workshops, conferences, symposia and other related acitivities;

d) on-the-job research that promotes professional development.

13. The guidelines for awarding discretionary money should be made known to all affected employees.

14. All substantive changes in workload responsibilities should be noted in employees' performance programs. Inasmuch as professional employees' potential for successful completion of their responsibilities as well as their overall eligibility for promotion are directly related to workload, a mechanism for monitoring major changes in performance programs should be instituted to ensure that the assigned workload can realistically be completed within the effective time frame of the performance program. The mechanism should be structured in such a way that professional employees could initiate reviews of their programs.

15. Employees with concerns regarding their employment situation should be encouraged to consult appropriate resources to deal with these concerns. The resources and their services should be well publicized; they include supervisors, UUP, Office of Personnel, Affirmative Action/ Equal Opportunity Office and the Employee Assistance Program office.

All of the recommendations were endorsed by the university administration and are currently being put into effect. Whether their implementation reduces the apparent "fragmented" condition of professional staffs, (Balridge et al, 1978) remains to be seen. Millett (1968) argues for institutional planning that recognizes that persons who provide "faculty support" should be categorically specified in institutional objectives and resource requirements.

The approach being used at Stony Brook seems to embrace the concept of "middle management" used by Richman and Farmer (1974), which "applies to what people do in their jobs rather than to their titles, which can be deceiving." Professional staff clearly facilitate the academic business of the university and provide needed services to members of the university community (Balderston, 1974). The Stony Brook plan provides a model that appears to offer professional staff a more solidified route to advancement and promotion than exists in a number of other state university campuses.

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Institutionalized Staff Development: An Example

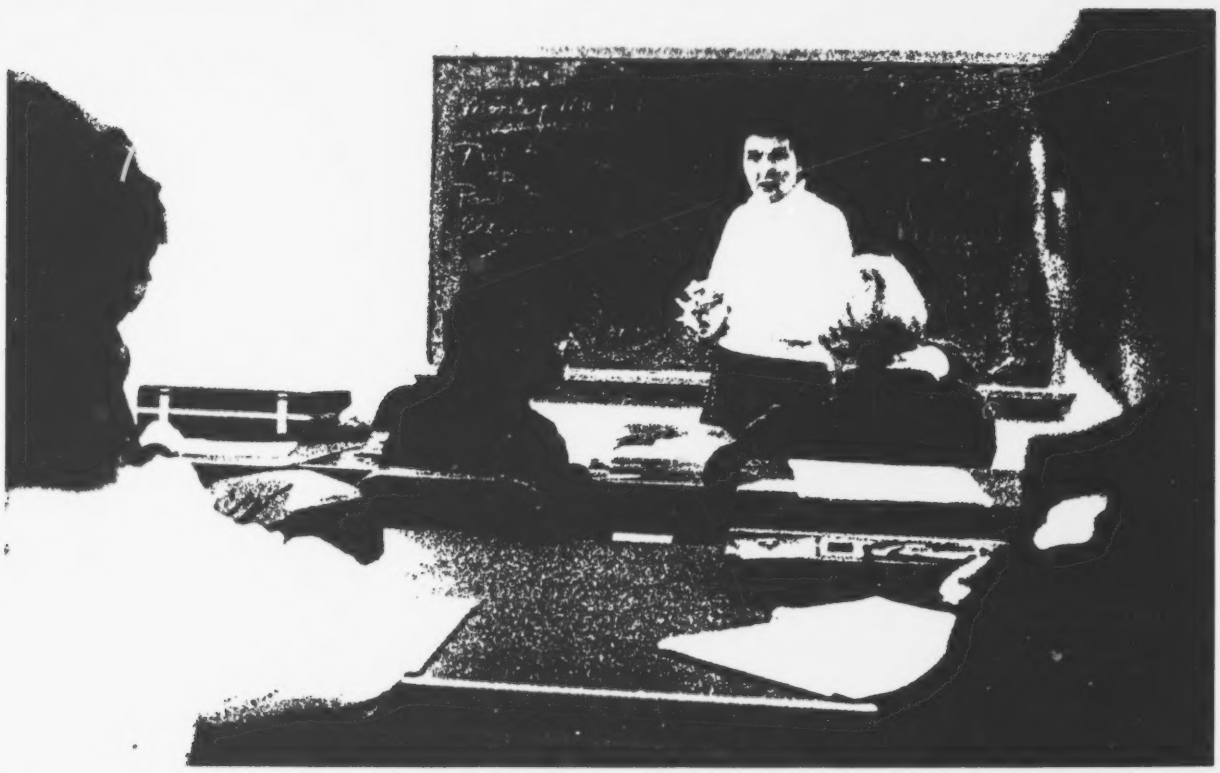
The staff development system at Golden West College responds to the individual needs of its faculty and has a built-in rewards system for participants. The program supports the rationale that a college's most valuable resource is its people.

By WILLIAM F. SHAWL

IT IS IMPORTANT that staff development be seen in a greater context than just its day to day operation. A college or university is essentially a community of learners–students, faculty, and administrators–all of whom are in this environment because they have a commitment to learn something. The faculty especially are in this environment because they enjoy learning, and in many ways they are super-students. Given this philosophical base, professional development or staff development becomes a very natural part of a collegiate institutional setting.

In order to ensure that staff development does, in fact, become a natural part of the institutional setting, it must, according to Terrel (1983) "become institutionalized." That is, staff development must be given permanence within the college's organizational structure, adequate institutional resources with which to function, and visibility and support from the president's office.

This article will briefly describe the ways in which staff development at Golden West College (Huntington Beach, CA) has become institutionalized and as a result of that process, the



features that contribute to its unique ability to be highly responsive to individual faculty needs and to provide rewards to faculty who participate in the program.

Golden West College, one of the three Coast Community Colleges, was established in 1977 with a charge from the board of directors and district chancellor to "be innovative." The founding president was often heard to say "let change be the tradition." Thus, a change oriented faculty was recruited and a facility was built that was capable of adjusting to the way things are taught.

In those early days of the college, an attitude of providing technical support and service to the faculty was established. An Instructional Materials Center was set up to produce faculty developed print materials; an Audio Visual Service Center was established as well as a Computer Service Center, and a Television Production Center. To give direction to all this, an associate dean of instruction position was created to make sure that the faculty's needs were served.

However, this organizational structure did not work as well as had been hoped. The associate dean had so many people and programs to administer that he hardly had time to talk to the faculty. Progress in the early years was accomplished because the staff was all young, dedicated, and had plenty of money to support most any project. The college grew so fast that there was hardly any time to look at what was happening or why.

With the advent of the 1980s the college began to see the adverse affects of "down-sizing" the institution with reductions in force and all of the restructuring that comes with scarce resources. Shortly thereafter, the college decided to make a major commitment to staff development as a means of revitalizing itself.

At this point, staff development truly became institutionalized. First, a new position was created called the dean of educational development who reports directly to the president, sits as a full voting member of all major college councils and committees, and has no one who reports to him with the exception of a secretary. At the same time, the Educational Development Center was created to house the activities associated with professional development, thus creating visual proof that the college had a continuing commitment to staff development. As further evidence of the commitment to staff development, the Educational Development Assistance Fund was established using hard district money rather than grant funds. This fund is administered by the dean of educational development, and is used to provide resources for faculty to improve teaching activities.

Once the structure of the staff development program was set, a philosophy for operating the program emerged. It is based on the awareness that all learners do not learn at the same rate and all learners do not learn in the same way. Similarly, all faculty are not ready for nor do they have the time for the exact same professional development. Faculty have differing interests as to what will help their teaching at various times and the program must be able to respond to the individual faculty member with the activity he or she is ready to learn. Therefore, the primary thrust of the program is to be able to respond to the individual faculty needs and to do so quickly and effectively.

The individualized nature of the program is achieved through needs assessment, the Educational Development Assistance Fund, and other activities of the Educational Assistance Center. A needs assessment is conducted periodically to determine the interest of faculty and to provide planning information. If it's determined that a group wants a particular kind of activity, then a workshop, a seminar, or other appropriate activity is set up.

Once identified, unique individual needs are frequently met through the Educational Development Assistance Fund. The fund is designed to provide small grants to faculty so they can move quickly on an idea. Thus, the application process is simple, with a minimum of red tape, and is usually completed in draft form after the dean of educational development talks with the faculty member. The dean and faculty member agree on what needs to be done and what resources are necessary to accomplish the project. If necessary, contacts are made with technical support personnel to determine the time and supply requirements for the project. The dean also has the capability of hiring additional personnel such as script writers, computer programmers, etc., if needed. Any project under $500 can be immediately approved by the dean of educational development while larger projects require approval by the appropriate supervising dean and the college president.

Another activity of the Educational Development Center is the promotion of new ideas that appear in the literature. The center subscribes to journals and purchases books dealing with the teaching/learning process. These are made readily available in the center and to further faculty interest in them, a bi-weekly newsletter is published which brings certain articles to the attention of faculty. Often, though, faculty bring to the center's attention articles which they would

like to see discussed in the newsletter. Interestingly enough, when the needs assessment of the faculty is conducted, the faculty frenquently say they want to know more about the very same things that have been featured in the newsletter.

An important aspect of the center is its ability to follow up after a workshop activity. The following example illustrates the positive outcome of such follow-up actions. There have been nine workshops on computer literacy run in the past three years for beginners. The problem is that it simply makes the faculty member want to know more. Such workshops must be followed up with making computers available to the faculty, for unless they can get their hands on a microcomputer, the learning that takes place in the workshop will be lost. Thus the dean has followed up by developing a computer center for faculty in the Educational Development Center. It contains two Apple IIe's and two printers and is heavily used. A computer Users Group was also started that helps faculty network with other faculty on various problems associated with using a computer. The next objective is to provide the faculty opportunity to buy computers at substantial savings.

This example illustrates the importance of having someone who follows up after the workshop activity. A faculty member with a really hot idea knows that there is someone in a specific location on campus who will talk with him or her about it and then try to do something to help. Faculty know that the Educational Development Center is there and that it has resources and lots of contacts with other faculty and staff who may be able to help. Thus, the center has become a focal point for faculty. They break there, they eat there, and they talk shop there. Center professionals get into the middle of much of the dialogue and discussion and learn from the faculty what works and what does not. Everyone becomes a learner through modeling the learning environment sought after throughout the entire institution.

The final portion of Golden West's program is rewards for the faculty. Many activities include salary unit credit, and sabbatical leaves are available as well. The center also pays faculty a per diem rate to work on projects which are beyond what might be considered normal instructional development. Other incentives include a royalty payment for instructional materials developed by faculty and sold through the Educational Development Center. Of the total income from the sale of faculty produced materials, ninety percent goes back into funding more faculty projects through the Educational Development Assistance Fund.

All rewards, however, are not extrinsic. The center devotes a column called "Focus on Faculty" in its newsletter in which individuals who are doing interesting things are featured. To further point out to the campus and the community the qualities and accomplishments of the faculty, "Focus on Faculty," has become a part of Golden West's class schedule which is mailed to every household in the district.

To summarize, if you want faculty to change and to innovate, you must put resources into the process. Don't expect the faculty to create the new world of high tech, high touch teaching at the same time they are carrying the heavy burden of a full teaching load, and don't insult them by asking them to do it for nothing.

By institutionalizing staff development, Golden West has progressed unscathed through the past three years of declining funds and serious reduction in force in the last year. Educational Development has had continued solid support from faculty and the administration. We have invested part of our resources in our college's most vital resource—the people who people the people's college—and it's working.

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William F. Shawl is the Dean of Educational Development at Golden West College, Huntington Beach, CA.

An Individualized Approach to Reading Improvement

By MARTHA EFURD & MARGARET NEWELL

Featuring the article "Double Your Reading Speed In Just Two Weeks" by Professor James I. Brown.

This textbook, *Vocabulary, Reading, & Reasoning*, was written to meet the reading needs of the adult learner. It focuses on improving reading comprehension and reasoning skills. The lessons provided for this improvement are in recognizing main ideas and their supporting details, recognizing cause and effect, drawing logical conclusions, determining inferences, persuasion, and the mood of the selection.

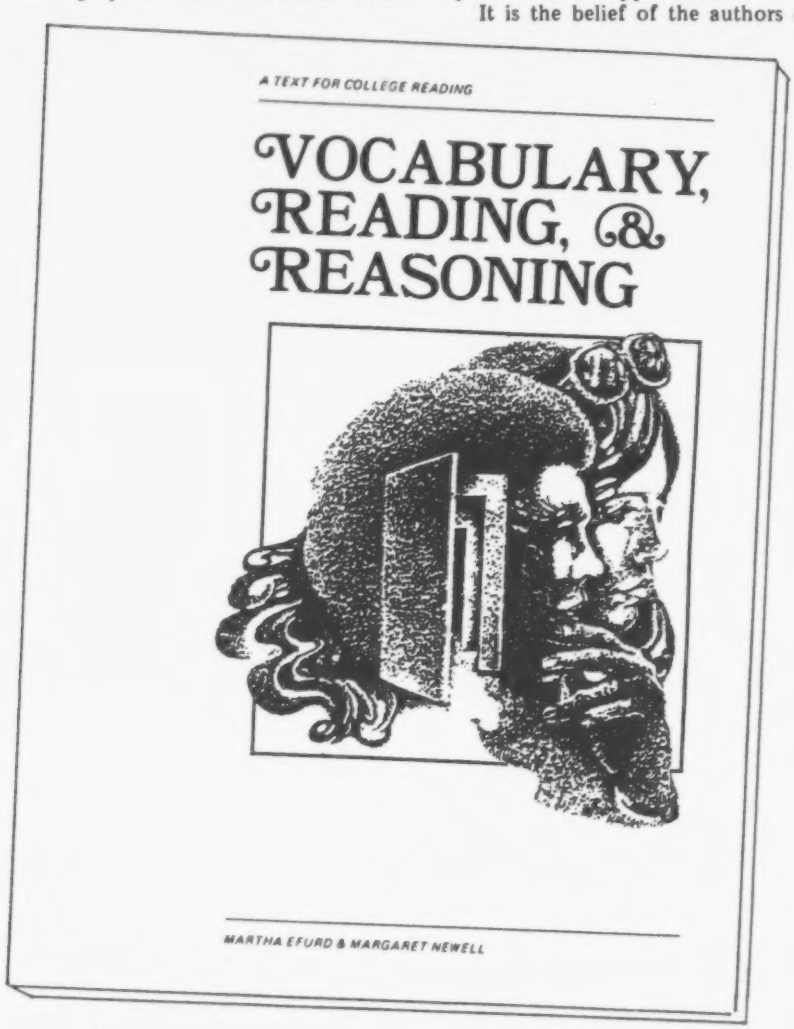
The student will be directed in reading prose and textbooks with greater speed and retention through skimming and scanning techniques. Also, the exercises in each lesson suggest practical and immediate use for the reading skills just learned. All chapters present a progression of drills to improve perception.

The authors designed this textbook to be used either independently or in a combination classroom/laboratory situation. Additional material, to be used at the teacher's or student's discretion, is provided in the appendices.

It is the belief of the authors of *Vocabulary, Reading &, Reasoning* that very few reading programs are complete for every student. Therefore, a teacher and the materials used should be from an eclectic approach, use flexibility within structure, in order to design a personalized course of study for the individual student. Not every student needing reading improvement will be weak in the same comprehension skills, therefore this textbook is designed as an introduction to various reading improvement skills.

Features of the text include explanation of several approaches to vocabulary improvement, stressing the use of word analysis throughout the text, and a wide variety of comprehension skills. The comprehension skills include finding the topic and main idea, recognizing major and minor details, recognizing cause and effect, drawing logical conclusions, learning how to read prose, and using speed building aids such as scanning and skimming. The comprehension questions are designed to eliminate process of elimination or guessing. The student is required to think, to reason and to use the skill being stressed.

Reading instructors may request a review copy by writing Book Dept., New Forums Press, P.O. Box 876, Stillwater, OK 74076.



CONTENTS

Chapter 1: Vocabulary Building
Chapter 2: Finding the Topic and Main Idea
Chapter 3: Recognizing Major and Minor Details
Chapter 4: Cause and Effect and Drawing Logical Conclusions
Chapter 5: How to Read Prose
Chapter 6: Speed Aids Learning
Chapter 7: Skimming
Appendix I: Textbook Reading—The SQ3R Study System
Appendix II: How to Find the Main Idea in A Lecture
Appendix III: Numerical Prefixes and Combining Forms
Appendix IV: Medical Prefixes/Suffixes
Appendix V: Rapid Reading Exercises
Appendix VI: Double Your Reading Speed in Just Two Weeks

The Importance of Shared Values in Effective Management

In the long run, it may not be so much "which values," but the degree to which "the values" are shared that will make the difference between the organization that is just existing and the one that is excellent.

By DUANE D. ANDERSON

Indications are that many different types of organizations in our society are recognizing the importance of "climates" in the success of their organization. It may be that the single most important contribution managers make to the effectiveness of their organizations is the establishment of "shared values" among the members of that organization.

The importance of "shared values" varies from setting to setting in terms of its impact on the achievement of organizational goals, but few organizations today are structured in such a manner that this aspect is of no value. A situation that would be identified as "alienated" by Edgar Schein or as M[1] by Hersey and Blanchard could conceivably depend very little on the managers' skill in establishing a set of shared values among the members. In this type of setting the manager would depend upon "coersive power" to bring about the achievement of organizational goals. His style would be S[1] or telling as a result of his accurate reading of the very low maturity level of the members of the organization (both psychological and job maturity).

The power of "shared values" can be seen in the past (1984) presidential elections where it is estimated that from 30-40 percent of the voters chose "the shared values" of patriotism, loyalty and being on a winning team, etc., over self interest.

SITUATION

The college which has grown from a small closely knit organization to a driving, complex, impersonal "factory-like" organization finds that there is no "common thread" or "value set" by which it operates. A number of dedicated leaders, teachers and support staff are making the minimum effort at the college and moonlighting in both volunteer and profit-making positions outside the college. No activity seems to attract the attention of the majority of the staff and the missionary zeal which seemed so evident in the early days is completely gone.

DIAGNOSIS

It is quite possible that the problem is not lack of values on which people are performing, but a lack of a shared value system. Well-meaning, competent people are moving in counter productive directions following their own value set but not all in the same direction. The apparent stagnation is a result of forces counter balancing each other with great expenditure of energy but no movement to show for it. The number of people "moonlighting" may not be as much a matter of economics as a need to perform in a setting that is congruent with one's sense of values. Many of the professionals working in our colleges are, or at least were, idealists and the greatest destroyer of idealism (burnout) is brought about by hypocrisy and frustration, not overwork.

PRESCRIPTION

The task of offering a prescription to effectively deal with this diagnosis in the area of "values" cannot be approached from a "one shot" effort. Since the problem is complex, likewise, so is the solution. I have no single activity or instrument that provides a solution, but rather would suggest a three-step process.

First, value clarification is necessary to provide an honest base from which the organization, be it the college, department or smaller unit, can operate. Some method or series of activities must be initiated at the highest level of the organization to discover or clarify the "real" values under which the unit operates. It is at this point that the cliches and socially accepted responses need to be discarded and an attempt to arrive at the bed rock value system of the organization.

Such values as being an innovative organization, risk taking, striving toward academic prestige, providing for personal development and growth, meeting the needs of local business and industry, instruc-

tional excellence, financial success, and student centeredness all come to mind and indeed are the values that can become the basis on which the organization functions.

The reason this first step is so critical is the matter of "owning" a value that may not be politically wise but is in fact the value core around which the organization's decisions are made.

College boards, whose real values are built around "financial soundness," will often camouflage that value using slogans and cliches because it is viewed as a less socially acceptable value for a college than for a manufacturing firm. The actions, policies and behaviors that are generated by that value are, however, very similar to those generated by a company whose "profit centered" values are openly identified.

It may be necessary in the process of "clarifying the values" of the organization to examine *what is being done* rather than *what is being said.* If any attempt is going to be made to develop a set of "shared organizational values," the process of clarification must begin at the top of the organization. There must be a strong commitment on the part of top management, including the board, to live by those values.

The second step, articulating the value, becomes a process of performance. Values verbally expounded and then violated in practice become the greatest barrier to their being realized. Hypocrisy is a greater disabler to an organization than an ill conceived value. If "instructional excellence" is the organizational value set which the college hopes will become shared throughout the institution, it is important that the policies reflect this value in every possible way. If budgeting, staffing, faculties, facilities, recruitment, retention and grading are not viewed from the perspective of this value first, then the message that comes through is that the "value" is "valueless" and will not serve to unite or energize the organization. If your real value set is to have a high public image in the area of cultural and social offerings, this should be reflected in your behavior. If you want to serve the handicapped and disadvantaged you may have to risk the possibility that the elitist will choose not to attend your institution.

This brings us to the third step, reinforce the value. Those activities and people whose performance contributes to the attainment of the accepted, clarified and articulated value must be rewarded and, conversely, those whose performance detracts from the attainment of those values must not be rewarded. This does not imply that a uniformity of behavior is sought nor that the questioning and clarifying should cease, but rather a system of supporting and strengthening those shared values must be instituted. The process could be best handled during the initial selection of people to the institution and, even if this is not entirely successful, the process should be an integral part of the staff development program.

In the long run, it may not be so much "which values," but the degree to which "the values" are shared that will make the difference between the organization that is just existing and the one that is excellent. The key to the "search for excellence" is shared values.

Reactions to this regular feature are invited by **Dr. Duane Anderson**, Director of the Office of Community College Affairs, N491 Lindquist Center, University of Iowa, Iowa City, Iowa 52242.

REVIEWS

Articles for Staff Developers

Abstracted from current issues of leading journals, these articles are recommended for SPOD practitioners.

By ALI NAZARI-ROBATI

McDaniels, Carol O. and Albin T. Butt. "Employee Career Development: The Virginia Tech Model," *College and University Personnel Association Journal*, V. 35, No. 3, (Fall 1984): pp. 17-21.

This article examines an Employee Career Development Program (ECDP) initiated at the Virginia Polytechnic Institute and State University. As a result of a three-year cooperative effort between an employee relations/personnel office and a university counselor education program area, the ECDP has directed its attention to a number of target groups including the clerical staff in on-campus offices, classified staff

members, and faculty. The areas of essential services provided by the project include: employee career resource center; career information seminars; career planning workshops; individual counseling; manager consultations, community referrals; and special topic workshops. In addition to these topics, the article discusses evaluation, organization, special features, and future perspectives of this unique employee career development program. The outcomes of two formal evaluations of the Virginia Tech model have been very positive and promising.

Bender, Louis W. and Maureen D. Lukenbill. "Human Resource Development: Let's Begin With Ourselves," *Community and Junior College Journal*, V. 55, No. 2 (October 1984): pp. 16-18.

The ever increasing role of community colleges in the human development of the nation's middle manpower spectrum as well as their role in the development of baccalaureate-level professional manpower are discussed in this article. Despite such roles, the authors criticize these institutions for their failure to respond to their own human resource development needs. The authors examine a number of effective approaches underway in South Carolina, Oregon, Florida, etc. Finally, a number of recommendations are offered for a national policy for human resource development of community college personnel. For example, the authors urge that: each contract should call for the equivalent of one day per month committed to an organized professional development activity; every community college should annually designate a specific portion of the operating budget to support those activities; and so on.

Keaveny, Timothy J., Richard Cottrill, and R. James Kessler. "Evaluation of Alternative Appraisal Forms for University Staff Jobs," College and University Personnel Association Journal, V. 35, No. 3 (Fall 1984): pp. 8-16.

This article reports the results of a study of employee satisfaction with three types of performance appraisals: Behaviorally Anchored Rating Scales (BARS); Graphic Rating Scales (GRS); and Mutually Identified Duties and Responsibilities (MI). Two aspects of employee satisfaction were examined in the study, employee satisfaction with the appraisal form and overall satisfaction with the appraisal process. During the three-year study period, these appraisal forms were applied to different job categories such as skilled blue-collar employees, clerical employees, technical jobs, etc. Also, the application of different forms varied in that GRS were used during the first year of the study, BARS and GRS during the second year of the study, and MI during the third year. The article presents the development procedure of the forms, the results pertaining to the application of those forms, and the authors' conclusions.

Croteau, James M. and Diane J. Tinsley. "Training Paraprofessionals in Programming: An Experimental Course Incorporating Developmental Theory," *Journal of College Student Personnel*, V. 25, No. 6 (November 1984): pp. 553-554.

This article explains a training program designed specifically to train undergraduate paraprofessionals to plan, facilitate, and evaluate developmental workshops for college students. The purpose of this training program was to introduce relevant concepts, to provide practicum experience, and to pinpoint the values and beliefs that affect the planning and implementation of developmental programs. Offered as an academic credit course, the program called for an initial meeting of students and instructors for an 8-hour workshop on career-life planning. Following this initial session, the group met formally for a 1-hour didactic session and a 2-hour experimental-laboratory training session each week. Meanwhile, developmental concepts were introduced to the participants at several places within the program. It is argued that the inclusion of formal developmental theories may increase the paraprofessionals' effective use of developmental concepts and consequently lead to better service to those who participate in such programs.

Gustafson, Kent and Barry Bratton. "Instructional Improvement Centers in Higher Education," *Journal of Instructional Development*, V. 7, No. 2 (1984): pp. 2-7.

The higher education community has seen the rise and fall of several instructional improvement centers since the 1960s. This article reports a 1983 study intended to determine the number of open and closed centers, and to document their activities, budgets, and staff size. Surveying a sample of 72 centers, the researchers obtained several findings, some of which seemed striking. For the most part, it was revealed that 28 percent of centers have closed, while many others are faced with a general downturn in their budget and personnel. Realizing the risk confronting the instructional improvement centers, the authors offer a number of suggestions including the development and testing of a predictive model of center survival. The results of this study may prove useful for those involved in the planning and operation of such improvement centers, and fur-

ther insure quality instruction in higher education.

Sullivan, Robert F. "A Profile of the Instructional Developer in Higher Education and in Business," *Journal of Instructional Development*, V. 7, No. 2 (1984): pp. 14-19.

This article highlights a study concerning instructional development professionals from both higher education and business/industry. A sample of 750 Instructional Developers (ID), 250 in higher education and 500 in business/industry, were surveyed concerning current ID practices. The survey instrument contained 26 items which were constructed to reflect specific behaviors conducted in the ID process. Also, two scales for the instrument, Actual and Real, were utilized to examine and explain the ID behaviors as they should be practiced and as they are being practiced. The constraints imposed by the respective environments were used to explain existing differences in ID practice, as opposed to any real difference in views of the ID process. The author notes the danger of "wider gaps between ID as it should be practiced and ID as it is practiced" in day-to-day work.

Stevenson, Jeff J. "Institutional Perceptions About the Preparation of College Administrators," *Community/Junior College Quarterly of Research and Practice*, V. 8, No. 1-4 (1984): pp. 69-79.

This article depicts the relative usefulness of 12 selected factors in the preparation of college administrators as perceived by 300 practicing administrators and faculty in three types of higher education institutions in the state of Iowa: comprehensive community colleges, four-year liberal arts colleges, and universities. The factors were classified under two general classes: academic program variable (lectures, seminars, laboratories in Human Relations, simulations, practicums, major research experience, residency major—higher education administration, major—some type of administration; and professional experience variables (administrative experience outside higher education, faculty experience in higher education, and low level administrative experience). By testing four hypotheses, the study revealed several findings which may prove useful in planning and developing programs as well as personnel in higher education settings. The author's conclusions and recommendations are given in the article.

Suggestions for article or book reviews should be directed to Dr. Ali Nazari-Robati, Department of Higher Education Administration, Oklahoma State University, Stillwater, OK 74078.

CASEBOOK

The Cancellation of Classes and the Student/Institutional Contract

As students are held accountable for satisfactory academic performance, so to may institutions be held accountable for fulfillment of their instructional contracts with students.

By HILDA F. OWENS

College professors—more so than their counterparts at the primary, elementary, and secondary school levels—often use considerable personal discretion in deciding to cancel a course, to cancel a scheduled class meeting(s), to reschedule class sessions, and to not give a final examination when institutional policy calls for examinations or to do so at a time different from the time designated in the college's calendar.

Does the faculty member have the right to make those changes without approval by appropriate college officials? Does the failure to provide instructional activity in accord with the institution's policy violate the instructional contract with the student(s) involved? These are troublesome and much discussed issues by selected constituents on college campuses. Some guidance is available from a 1972 case against the University of Southern California (*Zumbrun v. University of Southern California*, 101 *Cal. Rptr.* 499, California Court of Appeals, 1972).

As part of a faculty strike to register disapproval of United States policies regarding Cambodia, a sociology instructor refused to teach as scheduled a

Sociology 201 class. Zumbrun, a student enrolled in the course, sued the university and alleged that the university's failure to teach the course was a breach of his contract with the university. USC had advertised the course as being available during the term in question with a final examination and classes conducted at designated hours on Tuesdays and Thursdays.

Did the university's failure to conduct the course as published in its catalog and course bulletin constitute a breach of contract between the university and the student? The court ruled in favor of the student. The court held that the university had breached its contract with the student by failing to provide the course as the student had a right to expect it from the catalog and bulletin listings at the time he paid his tuition and fees.

After hearing the evidence, the court found that the publicized number of lectures and the normal type of final examination had not been given because of the professor's participation in the faculty strike. Although minimum departures from projected courses of study might not entitle a student to recover all or part of his tuition payments, the court held that a refund or other actual damages may be recoverable where the departure had been substantial, as in this case. Only when examining the facts of a particular case can the court determine their breaching of the contract and the extent of recoverable tuition and fee payments.

As the cost of education increases and the emphasis on educational quality becomes more important, students can be expected to raise more questions about the courses and degrees that they seek at a considerable expenditure of funds. The failure of an instructor to teach his or her courses, conduct his or her classes, and administer examinations and other evaluation devices in accord with published institutional parameters and procedures may be more frequently called into question in the future.

Although the courts have been hesitant to intervene in academic matters, the indication of a possible breach of contract is an area where the courts have been willing to hear the cases. Professors should pay close attention to catalog descriptions of instructionally-related courses, and academic administrators should help to assure that professors deliver the institution's contract components. Faculty and academic administrators should regularly review the institution's course descriptions and instructional policies, make necessary modifications if they are inaccurate and/or not enforceable, and devise means of enforcement if the policies are based on sound educational philosophy and practice.

Faculty members are obligated by their employment contracts to conduct their instructional duties in accord with the institution's policies and procedures, except where they clearly violate some higher authority. This obligation is the reverse side of the expectation that students are held accountable for the demonstration of satisfactory academic performance and the attainment of other standards as described by institutional policies and procedures in order to receive a degree. Those professors who believe that such administrative and legal review of their actions is in violation of their "academic freedom" may find it instructive to review the purpose and parameters of academic freedom and the rights and responsibilities attached thereto.

Dr. Hilda F. Owens is a frequent writer and speaker on the topic of liability and risk management. She may be contacted about this column or other matters at Educational Consultant Services, 346 Rutledge Place, Columbia, S.C. 29210 or at (803) 798-2784. Her most recent publication is *Risk Management and the Student Affairs Professional*, published by the National Association of Student Personnel Administrators.

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The JOURNAL of STAFF, PROGRAM, & ORGANIZATION DEVELOPMENT

VOLUME 3, NUMBER 2 SUMMER 1985 ISSN: 0736-7627

CREATING A CONTEXT FOR STAFF DEVELOPMENT – Page 44

The JOURNAL of STAFF, PROGRAM, & ORGANIZATION DEVELOPMENT

. . . a different view of higher education's most valuable resource.

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CONTENTS

Volume 3, Number 2 Summer 1985

Affiliate Organizations

The Journal of Staff, Program & Organization Development and the following Affiliate Organizations agree to support scholarly study, communication, and progress within the fields of staff, program, and organization development and to promote and further the fields as integral and necessary components of institutions of higher education.

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National Council for Staff, Program, & Organizational Development
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National Council on Student Development
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Oregon City, OR 97045

National Institute for Staff and Organizational Development
Suanne Roueche
Director, NISOD
EDB 348
The University of Texas
Austin, TX 78712

Creating A Context for Staff Development 44
From the premise that the work environment can be a powerful developmental force in the lives of staff members, a "context for competence" in business is explored.

The Big Team/Small Teams Design 49
The author describes and critiques a model for integrating staff and program development strategies. A case study using the model to revise a teacher education curriculum is then presented.

SPOD's Role "In Search of Excellence" 53
The author rates community colleges on eight criteria of corporate excellence. The role of professional development in improving college performance consistent with corporate standards is examined.

Lifelong Learning—a Catch-Phrase or a Challenge? 56
The equation of lifelong education with lifelong schooling is both naive and inappropriate, contends the author, who outlines a better strategy.

Management Training for University Administrators 58
The department heads of today need skills other than those developed through teaching and research.

Using Media to Recruit and Retain Minority Students 64
The author explains how the Staff and Program Development Department of one college used media projects to recruit and retain students.

In Search of Wizards: Curriculum Development in Higher Education 67
A challenge to staff, program and organization centers to take risks and work with institution personnel to strengthen curriculum and instruction.

Comment 40
Take Note 40
NCSPOD Announces Affiliation with Journal 41
NCSD Reports Excellent Year 42
Prescriptions 72

COMMENT

Affiliation of NCSPOD

Organizations affiliated with the Journal now number four.

By GORDON WATTS

The *Journal's* editorial office has moved! I have recently assumed the position of Associate Dean of Instruction at Inver Hills Community College, Inver Grove Heights, Minnesota. Fortunately, it was possible to move the *Journal's* editorial office with me. Please forward any future correspondence and/or manuscripts to me at the following address:

Inver Hills Community College
8445 College Trail
Inver Grove Heights,
MN 55075-9990

I am pleased to announce the recent affiliation of the *Journal* with the National Council for Staff, Program, and Organizational Development (NCSPOD). We welcome NCSPOD's affiliation and the addition in this issue of a message from NCSPOD's president, Richard Yarger.

NCSPOD's affiliation now brings to four the number of our affiliates all of whom share an active interest in human resource development. The *Journal* would welcome other organizations who share this interest in order to broaden our base of support and strengthen our staff development network.

This issue does not have a specific theme, but instead offers a diverse range of topics including selections on curriculum, staff, and organizational development. The next issue will feature articles on program review and evaluation, and the final issue of the year will focus on strengthening college/community partnerships.

It may seem that the increased size of the *Journal* is indicative of a larger supply of manuscripts from which to choose. To some extent that is true, but I can definitely use more. There are, I am sure, many good ideas and effective practices in the field that have not yet been shared with colleagues. Please contribute to your *Journal* so that we all may benefit form you experiences.

TAKE NOTE

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Council Announces Affiliation With Journal

NCSPOD and its members have always been active in speaking out on staff, program and organizational development topics.

By RICHARD YARGER

The National Council for Staff, Program, and Organizational Development (NCSPOD) is pleased to be an affiliate organization of the *Journal of Staff, Program and Organization Development*. While this marks the beginning of an official connection with the *Journal*, we have followed its inception and development with great interest since the editor is a recent past-president of NCSPOD.

As an affiliate council of The American Association of Community and Junior Colleges (AACJC), NCSPOD's primary focus is in the nation's two-year community, junior, and technical colleges. We seek to serve two primary roles of equal importance. One is to provide a national visibility—voice—advocacy for SPOD in two-year colleges. The other is to serve a networking function for SPOD practitioners.

NCSPOD is an active organization. Members are kept abreast of events and developments through the newsletter, *NETWORK*. Much of the work of the council occurs through our six commissions. The Future Trends Commission has recently publiched an excellent book on community college futures; *Community Colleges, The Future, and SPOD*.

Our Human Resources Referral Commission produces a useful Human Resource Directory for members. The Research and Evaluation Commission is involved in providing support to SPOD research as well as carrying on research and evaluation activities itself. Our Achievement Commission works to draw attention to outstanding SPOD programs and practitioners.

NCSPOD sponsors a national conference each fall and works to provide regional skills-building activities each spring. The next national conference will be held from October 17 through 20, 1985. It will be our first joint conference with the Professional and Organizational Development Network (POD) and will be held at Lake Lawn Lodge in Delavan, Wisconsin.

I believe that NCSPOD, this journal, and SPOD itself have a bright future. As human-intensive organizations who deal with the development of this nation's human resources, colleges must be a model in providing for the maintainence of their staff and for integrating that staff with the other resources of the institution to achieve organizational goals.

Regardless of what this process is called or how it is organized, every institution does it.

Our task as SPOD professionals is to make colleges more aware of the process and to assist them in being more purposeful in carrying it out. In a rapidly changing environment where resources are tight and excellence is the standard, the future depends, in large measure, on the success of our SPOD efforts.

NCSPOD and its members have always been active in speaking out on SPOD topics. In future volumes of the *Journal* we will continue to address issues, to communicate with our members and friends, and to promote NCSPOD.

We look forward to a productive association with the *Journal* and with the other affiliate organizations. For information or to join us in our efforts contact Glenn Schmitz, Treasurer, Prairie State College, 202 S. Halsted, Chicago Heights, Illinois 60411, (312-756-3110, Ext. 274).

ABSTRACT

Brass, Richard J. (Ed.) *Community Colleges, the Future, and SPOD*. 1984, 162 pp. $6.95.

The articles in this volume discuss perspectives, issues, challenges, and trends in staff, program, and organizational development (SPOD) in community colleges. Particular attention is paid to the role of SPOD professionals, major questions for community college presidents, the roles of a community college within its community, social changes, technical innovations, collegiate missions, SPOD professionals and other educators as "advocates," and improving SPOD functions. The material was compiled by the Future Trends Commission of the National Council for Staff, Program, and Organizational Development and the contributors include community college presidents, professors, deans, consultants, and others involved in guiding the future of higher education.

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NCSD Reports Excellent Year

NCSD has made significant strides in helping to make student development services within the community college a highly visible and politically active force at both the local and national levels.

By JOHN S. KEYSER

We have had an excellent year, going beyond the fulfillment of the goals we established for ourselves last summer. Here's an annual report:

a. Rich McCracken, Financial Aid Director of the Community College of Philadelphia, and Clint Cooper, Dean of Students, Miami-Dade Community College, have been appointed Vice-Chairs of the Financial Aids Network. They have instituted a membership drive and are appointing regional representatives. The Network will provide the Council with updates on financial aids issues and help AACJC articulate the community college position on financial aids legislation.

b. Thanks to the efforts of the regional and state coordinators, membership has more than doubled. We have planned an ambitious membership drive for this summer. Our new brochure will feature a listing of state coordinators and expanded membership services.

c. Four copies of *Toward the Future Vitality of Student Development Services* have been mailed to each community college president in the country. Each president has been asked to distribute copies to key top lewel managers. Published by the American College Testing Program, it contains articles by Terry O'Banion, Ernie Leach, Lee Noel and Randi Levitz, and Paul Elsner. Dale Parnell, President of AACJC, expressed strong support for this project and wrote the foreword.

d. The 1984 "Traverse City Statement," included as a separate chapter in *Toward the Future Vitality of Student Development Services*, has stimulated discussion in most of the NCSD regions. In approximately ten states, it became the focus of state-wide deans' gatherings. The renewed focus on the health of the profession and what we, as leaders of the profession, should do to more effectively serve students has been a primary accomplishment. The momentum of these effects will continue in '85-'86 through NCSD's plan of action. The Statement reaffirms the philosophy and purpose of student development services in the two-year college, defines the major issues facing the profession, and reaches some concensus on an agenda for local and national action. The following were identified as fundamental priorities: quality and accountability, partnership off-campus, partnership on-campus, resource management, enrollment management and student persistence, educational technology, and integrating student development into the educational experience.

e. Our affiliation with *The Journal of Staff, Program and Organization Development* provides our membership with a highly professional, quarterly publication which will replace our newsletter. As one of three "Affiliate Organizations" of the *Journal* (the other two are the National Council of Instructional Administrators and the National Institute for Staff and Organizational Development), we now have an excellent opportunity to publish, and to disseminate information to our counterparts. The winter '85 issue is reserved for eight or ten articles from our Council. The theme has been defined as "Strengthening Partnerships" with community constituents and with campus constituents.

f. To support the *Journal* and our other membership services, we have raised our individual membership dues from $10 to $30 and our group membership dues from $40 to $75. This is the first membership dues increase in the history of NCSD and makes our dues structure more consistent with the dues structure of other AACJC Councils.

g. We have made strides in forming partnerships with other organizations: At AACJC's national meeting in San Diego, we co-hosted a very successful reception with the National Council of Instructional Administrators. We are collaborating with the Instructional Administrators in developing a position paper for AACJC on the theme of developmental education programs and we are exploring joint support of a candidate for the AACJC

board. Don Slowinski has been appointed as the Liaison to NASPA, and John Donohue has been appointed as the Liaison to Commission XI.

h. Another position paper is in the works on the topic of "Access." we are working with the National Council for Black American Affairs and several other councils on this one.

i. Bob Keys took the lead in revising our constitution to reflect changes which have occurred since the Council's inception. Changes included recognition of the Canadian constituency, clarification of the process for selecting regional representatives, definition of election procedures, and specification of the duties of officers. In all, 34 constitutional changes were approved at the annual meeting.

j. Roy Giroux, Vice President for Educational and Faculty Services, was appointed the regional representative for all the Canadian provinces. He sponsored a May 1-3 conference entitled "Serving College Students in the '80s," partially to introduce the nearly 300 attending to NCSD. Lornie Kerr made one of the keynote addresses, explained the mission of our Council and reviewed "The Traverse City Statement." All conference participants were made honorary members of the Council. Hopefully, they will join for '85-'86.

k. Steve Maier has planned a Mastery Leadership Conference to be held this July 22-24 in Traverse City, Michigan. We hope to develop a publication which is an outcome of this conference. Four keynoters will base their presentations on four aspects of leadership: the management of trust, meaning, attention and self. All conference participants will be asked to contribute to the program.

l. Mike Rooney planned and instituted a recognition program. Ernie Leach received the Outstanding Service Award in San Diego. A special resolution was unanimously passed commending Bo Cotton, Dean of Students at Florida Junior College, for his outstanding contributions to our profession.

m. Lornie Kerr, Steve Maier and John Keyser conducted a forum program at the AACJC gathering. Well attended, the program focused on "The Traverse City Statement." Lornie Kerr led a round table discussion on state models for student development services, featuring work done in Michigan, Maryland and Washington.

n. Chuck Dassance provided liaison between NCSD and the Council for the Advancement of Standards for Student Services/Development Programs. Some excellent materials have resulted from this effort.

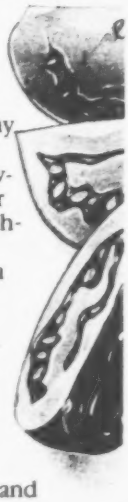
o. Walt Bumphus, NCSD Treasurer, reports that as of March 31, 1984, we show a balance of $2,918.35.

p. Steve Herman has produced two issues of the *NCSD ECHO*, our newsletter. He's in the process of producing the third and last edition. The *Journal* will take the place of the *ECHO*.

q. Ken Kerr planned and conducted a New Jersey Deans/NCSD sponsored Spring Conference. This has turned into an annually successful event.

I Believe NCSD has made significant strides in helping to make student development services within the community college a highly visible and politically acitve force at both the local and national levels.

A defense against cancer can be cooked up in your kitchen.



There is evidence that diet and cancer are related. Some foods may promote cancer, while others may protect you from it.

Foods related to lowering the risk of cancer of the larynx and esophagus all have high amounts of carotene, a form of Vitamin A which is in cantaloupes, peaches, broccoli, spinach, all dark green leafy vegetables, sweet potatoes, carrots, pumpkin, winter squash, and tomatoes, citrus fruits and brussels sprouts.

Foods that may help reduce the risk of gastrointestinal and respiratory tract cancer are cabbage, broccoli, brussels sprouts, kohlrabi, cauliflower.

Fruits, vegetables and whole-grain cereals such as oatmeal, bran and wheat may help lower the risk of colorectal cancer.

Foods high in fats, salt- or nitrite-cured foods such as ham, and fish and types of sausages smoked by traditional methods should be eaten in moderation.

Be moderate in consumption of alcohol also.

A good rule of thumb is cut down on fat and don't be fat. Weight reduction may lower cancer risk. Our 12-year study of nearly a million Americans uncovered high cancer risks particularly among people 40% or more overweight.

Now, more than ever, we know you can cook up your own defense against cancer. So eat healthy and be healthy.

No one faces cancer alone.

AMERICAN CANCER SOCIETY

CREATING A CONTEXT for STAFF DEVELOPMENT

From the premise that the work environment can be a powerful developmental force in the daily lives of staff members, a "context for competence" in business is explored as a context for staff development in education.

By DAVID W. COX

THE DAY-TO-DAY WORK environment constitutes a covert or informal staff development experience that may be more powerful than a retreat, course, workshop, program conference, or sabbatical. Joyce (1981a) tells us that:

> The improvement of staff development is not a matter of deciding how to create and implement ad hoc programs. Rather, it is a matter of generating a rich environment in which every education professional becomes a student of education and works continuously to improve his or her skills (p. 117).

The goal is to develop an attitude toward learning where every member of the academic community becomes a "student of education."

A stimulating and supportive work climate can be a powerful developmental force in the daily lives of staff members. A sense of community, or caring, can foster a work environment in which people feel free to learn, to risk, to grow.

Richardson (1975) states flatly that "the environment of the institution is the crucial determinant in the process of growth for staff members" (pp. 305-306). And, "until a professional growth environment has been developed most 'models' for inservice education will be relatively weak for they will not come into an environment which can accept them comfortably and capitalize on them powerfully" (Joyce, 1981b, p. 135).

A GROWTH-ORIENTED ENVIRONMENT

What does an environment to facilitate professional growth look like and how is it created? Dr. Jay Hall's (1980) "context for competence" may provide educators with some clues to the question just posed. To combat the problem of diminishing productivity in business and industry, Hall challenges managers to create a "competence process." Hall contends that through an expectation of incompetence (e.g., people will foul up if they are not supervised closely), and because people perform as they are expected to perform, managers have unintentionally suppressed competence. While "unexpressed competence appears much the same as incompetence" (p. 28), unexpressed competence rather than a lack of competence is the real problem. Hall's basic thesis is that poor performance is the result of a managerial blocking of the expression of individual competence. And, "blocked from expressing personal competence and robbed of the hope that things might change for the better, people eventually stop trying" (p. 48).

In academe, some administrators seem to operate from the premises that faculty care only about their academic disciplines, they can't make t o u g h decisions, they can't agree with one another, they are out to get the administration, they don't have the "big picture," and their input is always self-serving. Furthermore, they arrive on campus late, leave early, and spend as little time in the classroom as possible. Where do such negative notions come from? More importantly, are they the cause or the effect of administrative behavior? Hall would answer that because administrators do not expect much from faculty, that is what they get. While these perceptions of faculty may even have some validity on occasion, the point is that faculty behavior often is a *response* to a lack of respect and a lack of trust on the part of some administrators.

Administrators can construct barriers to the expression of competence by sending out, albeit unintentionally, "you are incompetent" messages. For example, staff development too often pits "I know what is best for you" (here's a consultant) versus "you're never going to change me." The intent is to provide a worthwhile program for faculty, but if faculty are not involved in decisions that affect them, they get a message that their opinions don't count for much, and perhaps it is at this point that administrative decisions begin to lose their impact.

When faculty find themselves constantly reacting to new administrative policies and procedures, when they are not included in important planning sessions, when they first hear about institutional developments from the local newspaper, when they are talked down to in meetings (e.g., "you may not understand this"), or when word goes out through the grapevine that administrative policy is not to be questioned, professionalism and a growth-oriented work climate go out the window. Faculty quickly learn where they stand in the institutional hierarchy. When blocked from participating in institutional affairs as an equal partner, faculty stop caring about events they can't influence. Self-interest and self-protection become priorities. It's as if all parties involved expect an adversarial relationship and the self-fulfilling prophecy then takes over.

To improve performance, commitment, creativity, and morale, an interpersonally competent and secure administrator can set in motion a competence process. The process is initiated with participatory leadership and is built upon a respect for staff members and a belief in their capabilities. The sharing, not relinquishing, of power by the administrator is a genuine invitation to the staff members to influence decision-making. If educational administrators utilize two fundamental questions in relationships with their staff members, the competence process is built on solid footing. These questions are: (1) What are your ideas? and (2) How can I help you in your job? When genuineness underlies both questions, respect flourishes. The contributions these two questions can make to the facilitation of a growth-oriented environment cannot be overstated.

The effective leader intentionally initiates involvement and consciously extends support and appreciation. The initiative needs to be taken by the administrator because this person has all of the perceived power. Hall suggests that the leader need not "motivate" in the traditional sense of pushing or prodding. The leader's task becomes one of providing a "context" within which competence can be expressed. This context is characterized by freedom—freedom to learn, to risk, to contribute, and to pursue meaning. Competence is lying dormant just waiting to be released. The thesis of this article is that Hall's context for

competence also can serve as a context for staff development.

Hall's model involves three components: participation, commitment, and creativity. Participation is the triggering device to a process that, once in place, attains a kinetic energy of its own. Commitment is a natural outgrowth of sincere involvement followed by action. When staff members have the opportunity to become involved in the meaningful affairs of an organizational unit, they will support what they create. With the excitement generated from ownership of ideas, a creative outlet is needed that can be tapped if staff members are immersed in an environment that not only encourages experimentation but expects it. Let us now examine in a little more detail the conditions underlying each of the three components.

PARTICIPATION is based on a feeling of mutual respect. Administrators communicate respect partially through nonverbal signals as a result of genuinely liking people and valuing their contributions to the mission of the institution. The labels "superior" and "subordinate" probably have little, if any, meaning for an effective leader. Staff members are invited to influence decision-making! (The process starts here.) In terms of administrative style, administrators are accessible. Their office locations and staffing arrangements are inviting rather than intimidating. They get out of their offices and move about the campus to visit staff members in their domains. They return phone calls and make sure that people who need them have access. They not only communicate policy directives to staff, they also actively solicit ideas from staff members. Administrators are conscientious about both giving support and confronting individual staff members (versus issuing the group policy memo).

Follow-through is the major ingredient to facilitating on-going participation. If nothing is done with the ideas generated from participation, the participatory process will come to an abrupt halt as a result of the leader's lack of credibility. Responsibility for follow-up can be shared with the group, but the leader has to see that something happens as a result of participation. Sessions that brainstorm accomplishments can help a group feel good about its progress.

COMMITMENT evolves from having staff members work with goals that are developed collaboratively on the front-end of a work assignment. The staff members control, to the fullest extent possible, the specifics in getting a job done. Their time is spent on relevant and meaningful activities in an atmosphere of teamwork. (Relevant and meaningful pertain to one's area of professional expertise and are in the eye of the beholder. For example, serving on a homecoming committee may or may not be a welcome assignment to an English teacher who has never been to a football game.) As with participation, action also is vital to fostering and maintaining commitment. Staff members need to experience personal impact, a casual role (at least some of the time), in the work setting. Hall admonishes that if we always have to have the final word, then we should not lead people to believe that through participation they can actually improve the work setting (p. 91).

Reaves (1983) tells us that we can usually determine what persons expect from any given situation by what they find. If leaders never see *CREATIVITY* in their staff members, it is probably because they do not expect to see it (Hall, 1980). In the Hall model, experimentation becomes a way of life in the work setting. Peoples' interests play a major role in their tasks, and they feel encouraged to try new ways. At least minimal resources to do a job are readily available (e.g., secretarial help, copying), and fun and playfulness are encouraged. Staff members invite open critiques of their ideas, and conflict is valued as a stimulus for creativity (the leader establishes the norm for this).

When conflict arises the group pushes through to consensus—the kind of consensus where the outcome is one with which everyone can live. If discussions start to become heated, the discussants challenge themselves to search for creative "win-win" solutions and a degree of consensus where needs are met without one group or person violating the needs of the other group or person. A collaborative approach to problem-solving is promoted by the leader.

How are participation, commitment, and creativity fostered? How is this context for competence created? In addition to the ideas presented throughout this article, another answer, if not the key answer, is that the leader (be the person president, dean, director, chair, or whomever) serves as a role model and sets the tone. From the visibility that goes with leadership positions, values come through loud and clear, and behind every growth-oriented environment is a facilitative value system. The issue of control and power lies at the heart of the matter (Rogers, 1977).

The sharing of power, through participation and/or consultation, is the primary answer to the "How do we do all this?" question. One kind of leader views leadership as the ability to control the lives of staff members. The emphasis is on the performance of the leader. Another type of leader,

the type advocated in this article, views leadership as having an influence on staff members (Rogers, 1977, pp. 91-92). The emphasis is on allowing staff members to demonstrate their competence and retain some control over their work lives. A manipulative leader will allocate funds so as to earn the gratitude of staff members while a facilitative leader will open the budgetary planning process to interested staff members.

Rogers finds influence increasing whenever power and authority are shared. "The most powerful stance one can take in any relationship is, paradoxically, to leave responsible power in the hands of each person or each group" (p. 139). The sharing of power is a time-consuming process, but one which leads to a sense of ownership on the part of staff members. They begin to feel less like "staff members" in "your" program and more like "colleagues" who are sharing responsibility for "our" program (Rogers, 1977).

Peters and Waterman's (1982) search for what makes excellent companies tick is highly supportive of Hall's model. The excellent companies appear to understand that every person seeks meaning (p. 76). They give people control over their destinies and help them find meaning in their work. Rather than being overly occupied with work conditions per se, the excellent companies simply pay attention to staff members. They treat people as adults and partners and with dignity and respect (p. 238). Staff members are valued as colleagues, associates, as experts in a field. Communication is frequently on a first-name basis. Staff members are recognized and treated as persons rather than as various role labels. Peters and Waterman noted that respect for the individual was a common denominator among the excellent companies. Granted, there are important distinctions between corporate cultures and academic cultures, however, at the human level we are all basically alike in our desire to retain a moderate degree of control over our professional existence and be respected and treated as unique persons. All of us respond positively to "Thank you," "I appreciate what you did," "You did a good job," or "I value your contributions to our organization." Without speaking to staff development per se, the Peters and Waterman best seller describes an ethos that promotes learning, risk-taking, experimentation, innovation, and professional development.

BELIEFS ABOUT PEOPLE ARE CRITICAL

Whether administrators can create a context for staff development depends largely on the nature of their beliefs about the capabilities of their staff members. Underlying a leadership style and leadership skills is a philosophy of human nature. Whether staff members are seen as able or unable and as trustworthy or untrustworthy generally determines whether the work decisions will be made *with* or *for* staff members. "We will strive to release something only if we have faith in what comes out, and we will strive to control and bottle up that which we fear" (Gordon, 1955, p. 165). If people are perceived as hungry for opportunities to demonstrate their competence, then the leader's job becomes primarily one of paving the way for a natural process to unfold (Hall, 1980). This does not mean the leader sits back and keeps out of the way. The focus is on facilitating conditions for demonstrating competence, and the job starts with the values that are modeled for others. The challenge calls for a true professional.

Four basic values, or beliefs about people, underlie the leadership practices of Hall's competence process model (1980, Chapter 10). (1) People want an outlet for their intrinsic competence. People are entitled to pursue the need for self respect as a condition of work. (2) People want to collaborate on work projects affecting them. When allowed to fulfill the need to contribute, people will give their best efforts. (3) People want meaning and challenge in their work. Work is a vital source of personal worth and growth. (4) People want to know how they are doing. People value open, authentic, two-way communication.

These four values are probably subscribed to by the majority of educational administrators, but values are one thing and behavior is something else. Oftentimes it appears that something gets lost in the translation. The critical difference may be empathy. This author hypothesizes that the poor leader with good intentions holds the values only at a cognitive, intellectual level while the effective leader is able to experience, to grasp in an affective way (a "feeling in my bones"), what these values actually mean in the daily lives of staff members—from their perspective. A lack of empathy on the part of the leader may be a major roadblock to unfreezing competence among staff members.

At the core of Hall's philosophy is the belief that all of us have a healthy human desire to do better. If there is indeed an intrinsic need to display competence in all of us, and this author believes there is, then the premise that "we're good, but we can be even better" can serve as a foundation for staff development in lieu of a

deficiency frame of reference. While this distinction in attitudes is subtle, the difference is critical in improving our chances for turning resistance to change into an expectation of self-renewal.

SELF/STAFF DEVELOPMENT: A WAY OF LIFE FOR LEARNERS

A commitment to staff development calls for a commitment to self development and to an honest examination by administrators of their assumptions about how best to help people "grow on the job." To work with staff members or with staff development is to be involved in the change process—fostering a climate or facilitating a process where people feel free to change themselves. Nejedlo (1977) offers an organization development principle that provides an insightful perspective on the change process.

> Since the attitudes most people have about their work are usually more reactions to their work environment and how they are treated by the organization, efforts to change attitudes toward work and toward the organization should be directed more toward changing how the person is treated than toward attemting to change the person (p. 14).

That is to say, to change another person may call for a change in the way the person is treated. Staff development may start with self development. And, empathic sensitivity on the part of administrators may be a good place to initiate self development.

Developing a growth-oriented ecology is the primary task in staff development (Joyce, 1981a, p. 118). Naturalness, actually welcoming professional growth opportunities, is the goal. "We want to shape the environments in which we work so that opportunities for growing are a comfortable and inevitable part" (Joyce, 1981b, p. 135). In an environment that communicates growth expectations by words and deeds, self development and staff development will become a way of life. When professional development is rewarded alongside teaching, research, and s e r v i c e, staff members will come to see themselves as learners as well as producers. An outsider will see only learners rather than teachers and students. Staff development efforts will not have much influence "unless the institutional environment and its governance procedures support the concept of a community in which everyone learns and grows" (Richardson, 1975, p. 306). Furthermore, "there is nothing as sterile as a college where the process of growth and change is confined to the students" (p. 306).

As Peters and Waterman noted in their impressions from interviews at the excellent companies, "it feels different in these places" (Peters in Thompson, 1983, p. 19). Years ago Huston Smith (1955) talked about a "spiritual life" and a college "atmosphere" in a way that captures today the impact of this "context for staff development" when it is experienced in our daily work lives.

> Any college worthy of the name will have a spiritual life of its own which makes of it more than an assemblage of teachers, students and buildings. At best it will have an atmosphere which is felt to be different from other environments the moment one steps into it and which acts as a powerful developing force upon all who live within it. Such an atmosphere will be like mist in the sense that one cannot put one's finger on it, but no one should be able to stay in it long without being thoroughly soaked (p. 189).

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Integrating Staff and Program Development: The Big Team/Small Teams Design

The author describes and critiques a model for integrating staff and program development strategies. A case study using the model to revise a teacher education curriculum, to include teaching exceptional children in the regular classroom, is then presented.

By CHARLES P. RUCH

MORE OFTEN THAN NOT, strategies for collegiate reform require both staff and program development efforts. Desired changes frequently necessitate faculty learning new skills, integrating new knowledge, or reconceptualizing professional roles and relationships if sustained curricular changes are to take place. Most faculty development activities are designed for individual participation (Lindquist, 1978). Conversely, activities which foster program development are often collective in design. Reaching consensus about program objectives, curricular revision, or course sequencing require an individual faculty member to work in a group. In short, staff

development focuses on changing the individual; while program development focuses on changing the place.

Different theories of change have argued which comes first. The materials developed by Berquest and Phillips (1975, 1977, 1981), suggest activities for faculty development, utilizing both group and individual activities. Their designs frequently have individual change followed by program development. Recently, Nordvall (1982) reviewed change strategies used in higher education. Throughout the review, program improvement models highlighted the need for both staff and program development strategies. Hipps' (1982) review of the Kellogg Foundation's funded projects argues for a collaborative model to collegiate change with program changes as the primary focus. On balance, a most pervasive strategy appears to be one where individual staff development activities are integrated with group program development strategies so that development of the individual parallels program improvement.

The purpose of this article is to describe and critique a model for merging staff and program development. A case study applying the model will be presented as illustrative. The critique will highlight strengths, as well as weaknesses of this model for combining staff and program development activities.

THE BIG TEAM/SMALL TEAMS DESIGN

A multiple team design can provide maximum opportunity for both staff and program development. The design calls for the creation of several small teams which, when combined with other key personnel, form a big team. The organizing structure is a series of small three- to five-member teams. Each small team is comprised of a faculty member or members from one or more units as well as at least one student. Each team is responsible for the design, development, and "try-out" of a series of changes that might be incorporated directly into the present curriculum. It is through this arrangement that the individual faculty member can learn new skills, ideas or concepts. The team is basically "status-equal" and depends on collaborative leadership and peer learning.

With a variety of small teams working on different aspects of the proposed curricula reform, some overall coordination becomes necessary. The small teams are brought together with other key personnel, such as a dean or a director, to form an overall big team. Through this vehicle, major program development can be managed.

The general work flow permits small teams to design activities that respond to their interest and to meet weekly. The big team meets monthly for review, coordination and planning. It is important to note that the development of this design is small teams, then big teams, not the reverse. It is not the usual large group, subcommittee strategy. The potency of design occurs when small teams identify part of the curricula change they wish to study and interact with others concerned with a similar agenda through the big team rather than the large group identifying the change and farming out elements to subcommittees for review.

APPLICATION: A CASE STUDY

The above model served as the organizer for a successful, five-year, school-wide faculty and program development project, the Dean's Grant Project. This project focused on changing the teacher education curriculum to respond to a federal mandate. The full implicaiton of Public Law 94-142, the Education For All Handicapped Children Act, requires significant changes in the functioning of teachers and, consequently, in the programs for their preparation. New clusters of teacher competencies are proposed. The purpose of the Dean's Grant Project was to assist in facilitating changes in the training program for regular elementary and secondary teachers enrolled at Virginia Commonwealth University. This necessitated both faculty development and program revision. The primary target audience for the project was the faculty of the School of Education and the pre-service curriculum that they conduct.

The impact of the legislation required that general education faculty include aspects of the mainstreaming agenda, e.g., the education of disabled children in least restrictive environments, in all the courses and programs. It required a considerable amount of faculty development on their part, as well as modification of the program. Furthermore, it required building a cooperative relationship with special education faculty.

Design

The project utilized the big team/small teams design. Each year, three small teams were created. Each small team was comprised of two general education faculty members, one special education faculty member, and a graduate student. During the course of the year, each team member received the equal of one course release time to work on the project. In addition, the project assigned a small materials budget to each team. Annually,

each small team designed activities to learn about the impact of the federal expectation on individual faculty, how to interact cooperatively with their colleagues, and how to modify the general teacher education curriculum.

Team membership was voluntary. Small teams were organized to focus on various components of the teacher training program. For example, one year the teams focused on educational foundations, field experiences, and method courses. Over the five years, all aspects of the curriculum were examined by at least one of these small teams.

Small teams met weekly and came together with department chairmen and the Dean for review, coordination and discussion monthly as the big team. This large team served as a coordinating body, clarified goals and objectives, and served as a focal point for resource allocation. However, the big team did not prescribe the nature of activities for each small team or the overall program revisions.

Outcomes

Over the five years, 70 percent of the general education faculty spent one or more years working on one of the small teams. This meant that by the conclusion of the project, there was a cadre of faculty with sufficient intensive experience within each component of the program to support curriculum changes beyond the life of the project. By the conclusion of the project, each required course included a unit relative to teaching exceptional children in the regular classroom.

A series of formative evaluation studies of the project's major processes were conducted early in the project. These data suggest that the team model functioned effectively (Ruch & Chester, 1980). Each year, an evaluation was made using Schein's *Group Effectiveness Scale* to assess the functioning across the 10-point scale, across the eight variables of goals, participation, feelings, diagnosis, leadership, decisions, trust, creativity and growth. Annually, participants rated participation on small teams between 7.5 and 8.5 and participation on the big team between 7.2 and 8.2 on a 10-point scale.

In a response to a summative evaluation at the end of the project, 85 percent of the faculty participants indicated that they had made some modification to their course offerings regarding knowledge and skills required for prospective teachers under P.L. 94-142. Project participants found the project most helpful in assisting them to clarify needed changes and providing opportunities to learn about the implications of the legislation from faculty and students from other parts of the faculty. Open-ended comments were generally positive about the interactive comment aspects of the project design. In sum, the project provided a vehicle for the majority of the regular education faculty to become aware of special education aspects of their speciality. Furthermore, the curriculum was modified so that each required course included a related unit on special education emphasis for the regular educator.

CRITIQUE

The big team/small teams design appears to have unusual potency for assisting faculty in learning about new content, particularly from colleagues in other disciplines or specializations, without creating undue resistances or barriers.

This design appears to have several strengths. Teaming provides a viable model of interaction among faculty from separate specializations. It is within this stucture that two faculty groups (who normally operate separately from each other) can come together. Second, teaming provides a model of faculty working together cooperatively, which becomes a useful reinforcer for students who rarely see faculty members from different specializations dealing with common problems. Third, this model provides collaborative and peer involvement in solving real curricular problems, i.e., that of introducing a new aspect into the curriculum. The fact that the small teams were working on the same problem gives credibility and strength to the problem when they are brought together in a large team orientation. Finally, the model provided the Dean or Director, an administrator charged with academic leadership, a vehicle through which to work collaboratively with faculty and students on instructional problems.

On reflection, several aspects of the design appear particularly helpful. It is in the small teams where faculty really studied the issue, learned new content and skills, and began planning for modifications to their courses, instruction, and ultimate total curriculum. However, if singularly left alone, the process tends to become too open-ended. It is in the interactions with other small teams in the big teams where the communication occurs—the sharing of frustrations and successes and the development of new plans. The two-team design becomes mutually reinforcing. One without the other will maximize staff or program development at the detriment of the other.

The presence of a graduate student as a member of the team was a positive element. Not only did these students provide valuable assistance

in conducting literature searches, obtaining materials from the library, and outlining content, but they also assisted the teams by serving as secretary and coordinating meeting activities. Students also made valuable contributions based on their own personal and professional experience and their participation provided a sound supplement to their professional training.

The assignment of an individual budget to each of the small teams provided an unusually potent facilitating device. Though modest in size ($200-$300), the budget provided each team with immediate resources. Teams used these funds for travel, purchase of materials, photocopying, and film/video rental. While many of the teams did not use the total budget, they were able to access the materials they felt necessary to get the job done.

The project management style, which required the large team to set the perimeters, but each individual small team to set individual plans for the year, proved useful. It allowed the small teams to identify that aspect of the greater problem they wished to tackle, and the style in which they wished to proceed. The sharing of these plans with the big team produced a workable accountability system. Furthermore, this management approach allowed for different team styles. Some teams worked inductively, wanting to first talk with handicapped students and visit field locations before reviewing the literature and ultimately modifying their own courses and the curriculum. Conversely, some teams worked quite deductively, conducting literature searches, studies, and surveys before attempting course or curricular revisions. The flexibility of the modified MBO plan gave some structure to the overall activity while permitting the flexibility in the work approach.

On the deficit side, two limitations of the model became evident. First, the teams were inherently leaderless. Each team was asked to identify a convener, though all members were of similar status. Over the five years, two or three of the teams found the absence of a clearly identified leader a limitation. While the big team meetings served to assist these teams in developing structure and staying relatively "on task," these teams were not as productive as others.

Second, the entire project structure is temporary. Consequently, careful attention needs to be given to institutionalizing curricular changes. The big team provided one link into the formal structure. Key officials, department chairs, heads of governance committees, or other influential faculty were invited to participate (an hence learn about) proposed changes. However, the changes must be processed through the regular system.

In conclusion, this design appears to have unusual potency for coordinating individual faculty development with course revisions. Although the case presented was supported, in part, by grant funds, the model can be easily replicated without external support. The interaction provided by the small teams in the big team configuration provides an unusual opportunity to link staff with program development.

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SPOD's Role "In Search of Excellence" – Rating Colleges on the Corporate Scale

The author rates community colleges on eight criteria of corporate excellence identified by Thomas J. Peters and Robert H. Waterman in their benchmark corporate study, In Search of Excellence. *The role of professional development in improving community college performance consistent with corporate standards is examined.*

By PATRICIA C. BRAMS

THE TIMELY AND PROVOCATIVE STUDY of America's best-run companies, *In Search Excellence* by Thomas J. Peters and Robert H. Waterman Jr., identifies eight attributes of corporate excellence which may be of importance to community colleges seeking to improve quality and service as part of America's search for educational excellence. It is enlightening to consider community colleges with regard to the characteristics which were found to undergird corporate success to determine targets for collegial change. Can our institutions get the job done for students and communities, while encouraging innovation and employee productivity and satisfaction by modeling excellent corporations? Perhaps it is unnecessary to look to Japan for a model of excellence, for one thrives already in our midst in corporate America.

My purpose here is to describe briefly the eight attributes shared by excellent companies and to rate community colleges, in a general and subjective manner, in terms of these qualities, using a scale of 5 (excellent) to 1 (poor). In addition, I will suggest ways in which professional development programs (SPOD) can facilitate excellence in each criterion.

1. *A Bias For Action.* Excellent companies do not get bogged down in lengthy, cumbersome decisionmaking. Instead, small groups work intensively and informally over short periods to produce solutions, plans or prototypes.

Community colleges largely parallel this approach, especially in their alacrity in decisionmaking when responding to community needs. Our institutions are young, fearless and innovative, ready to serve new cadres and to capitalize on new technologies. Small groups often launch new programs with zeal. In fact, we may lean so far in the direction of "do it, fix it, try it" that we forfeit coordination and duplicate effort. Rating: *5.*

SPOD's Role: SPOD programs can support small, creative groups by providing assistance in: 1) building teamwork, 2) developing and rewarding creativity 3) offering stipends for and guiding innovation, 4) training groups in decision-making and planning techniques, 5) introducing new technologies, and 6) fostering skills in program review and evaluation to assure quality and eliminate redundancy.

2. *Close To the Customer.* Excellent companies "learn from the people they serve" and provide quality, service, and reliability.

Certainly, community colleges are dedicated to respond to the needs of clientele. We are sensitized to student needs, making greater efforts than any

segment of the educational establishment to individualize instruction and to provide for community needs. Our failings are that we have not always accomplished this with a consistently high and accountable standard of performance, in spite of a keen awareness of this goal. Our instructional outcomes, in spite of our modeling of management by objectives in competency-based instruction, are uneven. However, it is true that our products and services do not lend themselves to the degree of reliability which could be expected in companies; nonetheless we tend to lack adequate quality control, even for our purpose. Rating: *4.*

SPOD's Role: SPOD can foster relevance and quality of service by: 1) providing training of advisory boards to monitor the quality of student performance and the relevance of curriculum for the workplace, 2) upgrading the skills of instructors and administrators in order to develop programs and instruction individualized for student success, and 3) assisting in the acquisition of development, delivery, evaluation, and follow-up skills as a means to quality control.

3. *Autonomy and Entrepreneurship.* Innovative companies encourage creativity, allow employees freedom to try out new ideas, and tolerate error.

For the most part, instructors in community colleges are encouraged through professional development activities, to try out new instructional modes. However, the expectation of conformity is also high, so that, ultimately, community colleges may not tolerate the divergent thinker as well as more traditional four-year colleges and universities. This paradox of strong conservative forces in a characteristically innovative institution emanates from the greater need for control in community colleges, which must keep in tow a burgeoning and diverse curriculum, faculty, and student population reaching well beyond the campuses. Within departments and in classrooms, there is a high degree of autonomy and entrepreneurship. This is counterbalanced, not unwisely but often excessively, by administrative controls to keep dispersed activities in line with the mission and practical interests of the institution. If the counterforce is too strong or incentives are not available, creative action is discouraged. A bias for action and dedication to provide reliably high-quality instruction suffer as well. Rating: *3.5.*

SPOD's Role: SPOD can provide training to enable supervisors: 1) to elicit and reward creative effort and efficacy, and 2) to orchestrate activities of diverse groups to achieve common goals.

4. *Productivity Through People.* Exemplary companies dissolve the barrier between the line and staff. Managers keep in close touch with employees and understand the mutually beneficial relationship between labor and management. "They respect the individual."

Community colleges, on the other hand, tend to retain a marked division between line and staff. Moving from teaching to administration is "moving up" because the administrative status supercedes the nature of the challenge and educational achievement of faculty in the normative structure. The responsibility for the separation falls mainly to upwardly mobile management who see themselves as surmounting the barrier to a different career destination. The CEO, who has reached the pinnacle, can afford concerted effort and sincere regard for the ranks, and can serve to reduce the barrier by integrating line and staff in work groups and encouraging collaboration throughout the institution. Rating: *3.*

SPOD's Role: Professional development programs can promote cooperation between faculty, administrators, and support personnel by initiating activities which bring all sectors together in joint efforts. Examples include: 1) inservices, 2) campus-wide workshops (on communication, adult life cycle, institutional values), 3) orientation to the interrelated roles of different cadres in attaining common purpose through issue-oriented forums and media presentations, and 4) leadership development to foster collaboration.

5. *Hands-On, Value-Driven.* In successful companies, the basic philosophy is a more important consideration in determining goals that "technological or economic resources, organizational structure, innovation and timing."

Generally, in community colleges, there is the continual awareness of a unique mission. Although the other factors are operative in decisions, the special image of being an open-door, community-oriented institution with a highly-valued vocational-technical capability persists. There is also great respect for practicality and hands-on learning. Rating: *4.5.*

SPOD's Role: SPOD can act as an advocate of common purposes by keeping the college abreast of changing goals in society which affect goals of the community college. This can be accomplished through: 1) articles in the college tabloid, 2) messages of keynote speakers, 3) informal discussion groups, 4) articles disseminated to departments and 5) inclusion of common values and goals in orientation media.

6. *Stick to the Knitting.* Excellent companies do not engage in undertakings which are not central

to their expertise and mission. They resist the temptation to stray too far into the unknown and keep with what they do best.

Community colleges, in that respect, are errant. In their eagerness to fulfill their mission of comprehensiveness and their role of uniqueness, they often annex, create, or collaborate in functions without sufficient expertise. They spread themselves thin. Computers, international programs, safety, Greek Studies, flower arranging—nothing is beyond their purvey. The result is that programs may lack direction and depth, falter, fail, or survive without merit. Rating: 2.

SPOD's Role: As professionals who assist in developing new curricula, SPOD specialists can guide faculty in selecting appropriate objectives and preparing students for worthwhile outcomes. As members of curriculum committees, they should serve as gatekeepers of quality and relevance, discouraging overextension of curricular offerings.

7. *Simple, Lean Stuff.* The best-run companies operate with "elegantly simple" organizational structure.

Community colleges recognize the cost of bureaucracy, make efforts to cut back by reorganization, but many eventually add administrative positions not justified by growth or efficiency. In some cases they do so simply to meet the need for employee mobility. Rating: 2.

SPOD's Role: To prevent the development of unwieldly institutional structure, SPOD can: 1) bring experts to the college to guide reorganization options, and 2) foster understanding of career development strategies which utilize job enrichment and expansion, rather than proliferation of staff.

8. *Simultaneous Loss-Tight Properties.* Excellent companies are centralized at the top but more loosely-knit at the bottom. Cohesion results from adherence to core values at all levels, e.g. the value of producing the most reliable product.

Community colleges approximate this loose-tight organization but the core values are not as easily defined as in companies. Making a perfect hamburger is not comparable to dealing with human diversity and producing a multiplicity of student outcomes. Even the common mission is subject to interpretation and divisiveness can result. Does the "open door" mean unqualified entry? Is psychomotor competence a sufficient educational outcome? The mission is still debatable. Rating: 3.

SPOD's Role: SPOD can provide: 1) forums to develop a vision of core values and goals at departmental or institutional levels and to explore means to achieve common purposes, 2) a mix of opportunities to bond staff in common purpose, to encourage freedom and innovation, and to develop leadership and coordination skills. SPOD can initiate activities to promote the "loose-tight" complement while encouraging consensus and vigilance to seek the common mission.

CONCLUSION

According to my evaluation, community colleges rank 3.3, quite above average compared to the ideal. However, as the authors of the corporate study remind us, each of the best-run companies did not demonstrate every virture at an ideal standard. Rather, the companies shared a proclivity toward these distinguishing characteristics and an intensity to express them.

A problem remains. Perhaps community colleges should not be compared to corporations. Their products are dissimilar, although management functions are comparable. Perhaps we are moving too far toward adopting a factory model for education. On the other hand, it might be beneficial to pay heed to corporate experience—by improving the reliability of outcomes, keeping structure light, balancing control and entrepreneurship, fostering cohension by redefining and marshaling consensus on our mission, and limiting our endeavors to what we can do best. Perhaps the corporate path to excellence can direct our search for excellence, and perhaps professional development is the beacon to light the way.

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Lifelong Learning in Higher Education- a Catch-Phrase or a Challenge?

At a time when universities and colleges are facing declining enrollments and financial constraints, the notion of lifelong learning has been held out as offering an opportunity for higher education institutions to recruit new student populations. However, the equation of lifelong education with lifelong schooling is both naive and inappropriate. A much better strategy would be for colleges to devise and implement ways to equip existing students with skills for directing their own learning throughout their lives.

By CHRISTOPHER K. KNAPPER

AT A TIME of severe financial retrenchment in higher education throughout North America, universities and colleges have been rather desperately casting about for new solutions—and new slogans—that may help to combat the effects of diminishing income from traditional sources and declining enrollments among traditional students. A solution debated by many institutions calls for a shift towards catering for far more part-time students. A favorite slogan used in this connection has been the concept of "lifelong learning"—a term that has been used indiscriminately to embrace ideas that range from self-directed learning to fairly orthodox notions of continuing education and extension work.

Articles appearing in journals of higher education over the past several years have frequently introduced the expression "lifelong learning," but in nearly all cases have treated the concept as synonymous with adult learning or continuing education. The connection is not accidental. Although Edgar Faure, in his widely influential *Learning To Be* (1972), proposed lifelong learning (or "education permanente") as a master concept for all education, the term had been used previously, both in Europe and the USA. In particular, seminal writers on adult education, such as Cyril Houle and Malcolm Knowles had pointed out that learning is not confined to the childhood years, but is lifelong, lifewide, and frequently takes place outside formal educational institutions. It is therefore not surprising that more recent authors, such as John Sawhill (in a provocatively titled article, "Lifelong Learning: Scandal of the Next Decade?") have simply equated lifelong learning with "offering and earning credit in adulthood."

Writing in a somewhat similar vein, Allan Ostar, in a recent *Chronicle of Higher Education* article, contrasted the decline in the traditional college-age (18-21 year old) population with the rapid growth in the number of part-time students. This trend is reflected by the expansion of external studies and open learning, the growth of continuing education and extension services, and so on—all testimony to the idea that, as Ostar puts it, learning is a "lifelong pursuit." He goes on to make the point that the educational needs of adult learners may well be much more comprehensive than what is offered in traditional university degree programs: in particular, there will be an urgent need to forge links between school and the "real world" of work (the notion of "lifewide" education mentioned above).

In this financial and social climate a number of colleges have seized on the notion of lifelong learning as a way of providing sorely needed warm bodies. For the most part, they have done so without any real examination of the learning needs of these potential adult students. Nor has there been any questioning of the assumption that existing curricula and teaching methods within universities are perfectly adequate for the present student

population, and will serve nontraditional students with relatively minor adjustments.

Over a decade ago Allan Tough, of the Ontario Institute for Studies in Education, showed that a substantial part of the Canadian population already participates in self-organized learning projects independent of any formal educational institution. In other words, lifelong learning appears to thrive quite well without assistance from educational experts. While it is unarguable that knowledge continues to expand at an exponential rate and that most professional skills are evolving rapidly, it is far from clear that the best way of dealing with such problems is to embark on massive college-based programs of continuing education and professional upgrading. This would involve a rather simple-minded equating of lifelong learning with perpetual schooling. A better way of equipping people to deal with a society that is rapidly changing is to focus the efforts of formal education on producing lifelong learners in a more basic sense—people who are capable of learning throughout their lives. Learning already takes place for the most part outside school and college, and the effective lifelong learner will be one who can marshall a wide variety of learning resources that may range over books, television programs, museusm, the workplace, and so on.

Since, for a variety of social and economic reasons, most North Americans will continue to begin their lives with from 13 to 16 years of formal education, schools and colleges have a unique opportunity—and responsibiltiy—to lay the foundations for effective self-directed learning throughout later life. In fact, the goal of producing learners capable of directing their own later learning is one that would find ready acceptance among many college teachers. In practice, however, it is likely that a good deal of college-level teaching is counterproductive for such an aim. Didactic instructional methods, in which the formal lecture predominates, still reign supreme in many institutions; laboratories all too frequently imply that most problems have a single correct answer already known to experts; examinations often test for rote learning (or, even worse, accurate detection of the instructor's biases) as opposed to conceptualization, analysis, synthesis, and creativity.

True, a great deal of innovative teaching and learning takes place in American colleges and universities, including many forms of project-based instruction, sophisticated simulation exercises, imaginative use of technology in the classroom and effective links between the school and the workplace exemplified by cooperative education—to name but a handful of the ways in which colleges have stressed student autonomy in learning and attempted to integrate more closely the educational environment with the larger "world outside." Such approaches to learning require imaginative, motivated, and dedicated faculty who will take the time and trouble to develop new approaches to learning in an academic climate that all too frequently gives more institutional rewards for time spent on research than on teaching.

On a recent visit to Britain to examine the effects of the current cutbacks in funding of universities, I was told by one senior gowernment official that in the present circumstances the improvement of teaching and learning was receiving less attention than it had for years . . . "universities are too busy simply trying to survive." The same sentiment has been echoed by university administrators and faculty from a dozen or so countries I have visited during the past year.

The tragedy here is that the whole *key* to survival may well be in improving the quality of the learning experience. And this is not just to attract more students—which may indeed lead to short-term institutional survival—but to prepare future generations of effective, self-directed, lifelong learners who can not only live personally fulfilling lives, but who will also have problem-solving skills capable of meeting the needs of an increasingly complex world. It may well be true that education is too important to be left to professional educators. But it is also true that the college teacher has a vital role to play in developing citizens who can take responsibility for their own learning. The challenge for traditional higher education is considerable, and involves far more than a competition for student numbers. But it is one that has vital consequences, not just for higher education, but for society as a whole.

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Management Training for University Administrators:

The University *of* Tennessee Experience

Universities are becoming more sensitive to the need to develop administrative talent among academic scholars. The department heads of today need skills other than those developed through teaching and research.

By DOUGLAS I. BLOM

In the university of today, administrators need skills other than those traditionally developed through teaching and research. They must be able to plan projects and programs, budget and use that device to monitor expenses, appraise the performance of others, and delegate and facilitate group processes. They must also be comfortable with problem identification, problem solving and decision making. If these people are unable to function in these areas, their errors in judgment and lack of skill rapidly become problems for their administrative superiors and departmental colleagues, thus creating situations in which all parties are losers.

With this in mind, management training and development is seen as part of a larger context. Some authors choose to see it as one strategy among others to bring about organizational change (Bobbitt, et al., 1978). Others see management training and development as part of the emerging field of human resource development (Jones, 1981). Whichever approach one uses to gain perspective on this activity, it might be defined as a systematic expansion of people's work-related behavior, focused on enhanced effectiveness of people in meeting organizational and personal objectives.

Managers in higher education must consider values within their institution that are in addition to the traditional values of quality education and research. A list of these values would include: cooperation, thoughtfulness, experimentation, personal authenticity, autonomy for people and for groups, acceptance of interdependence, acceptance of responsibility, expression of feeling as well as points of view, commitment to understanding the university as a system of people, and openess to strategic thinking.

The University of Tennessee has developed a management training program which addresses this agenda. It is more accurate to describe this

program as an evolving, organic process of informing university administrators of existing policy and procedure, making them aware of accepted management practices and attitudes (which are being taught in our colleges of business administration), and one which provides a safe environment that allows these managers to practice dealing with the values mentioned above in a retreat setting.

THE TENNESSEE PROGRAM: A CASE

A successful case can sometimes be instructive. More than that, The University of Tennessee has developed a practical program which could be adapted to other institutions.

The University of Tennessee has four primary campuses, two hospitals, a Space Institute, Agricultural Extension, and an Institute for Public Service. These units are coordinated and lead by a central administration (University-Wide Administration). The campuses are located in Chattanooga, Knoxville, Martin, and Memphis. The "training program" uses a combination of resources and is presented in three major parts.

Training and development programs of some variety have been offered at The University of Tennessee for many years. Before the mid 1970s, these programs were unsystematic, generally mundane ("How to write memoranda.") and usually aimed at audiences below the level of middle training resources, UT began to build a system of training activities, such as assisting in the development of the Higher Education Management Institute (HEMI), a set of materials to help work groups assess and correct their problem areas; Model-NETICS, a training and development program based upon 151 models (mnemonics) for applying and recalling management principles; and developing a series of short in-house programs and a method of training UT personnel to conduct them.

Finally, we sought a means of continuing the education of middle-level managers, academic and non-academic, in the higher education context. This paper describes that program. The major principles that guide the development of this program are:

1. Each session must be seen as an opportunity for increasing the professional skills of both the participants and the session leader or trainer.

2. Sessions are to be led by the university's own administrators. This principle ensures that the institution is attending to high priority learning needs. It also ensures that administrator/trainers are continuing to build their skills at working with groups.

3. Each training event must b evaluated by the participants. The evaluations are not reported to any other office, and as such, provide useful feedback to the presentors as to what works and what doesn't work. These evaluations are an important part of the presentor's commitment to learning how to structure learning situations for practicing managers.

SKILL TRAINING. Each campus has developed a series of short training programs dealing with university systems. These programs are designed to build managers' skills in existing or newly developed management systems. Examples are: Understanding Personnel Benefits; Using the Human Resources Information System; Fiscal Policy and Procedure; Using Spread Sheets; Monitoring Budgets; and Microcomputing for Administrators. The programs are presented by campus administrators or by a member of the university-wide administrative staff. These meetings generally are one-half day in length and are conducted on the campus. The programs are evaluated by the participants, with the evaluations providing feedback to the meeting leaders. Again, the evaluation phase is an important part of the presentor's commitment to learning how to structure learning situations for practicing managers.

The private nature of this approach to session evaluaton makes it difficult to conduct an institutional evaluation of the success of the effort. However, our observation and experience is that past participants in these activities make fewer errors in using the university's management systems. They also tend to use these systems more frequently than those who have not participated in the training. Participant acceptance appears to be high, as evidenced by continued heavy enrollments as new training sessions are scheduled.

MANAGEMENT TRAINING. The primary vehicle for basic management training is the Model-NETICS Program (Hook, 1973). The purpose of Model-NETICS is to improve campus administrative skills by developing a working understanding of management principles. The program makes heavy use of 151 mnemonic devices, and consists of approximately forty hours of classroom work which focus on learning the models and how to connect the participants' experience base to the models. The models themselves represent key management concepts, each of which has a precise meaning. Once learned, they become a management shorthand which enables administrators to organize and control their accumulated knowledge and experience. In short, the models function as guides to management thought and action. The topics are: change; selection, compensation, evaluation; review; motivation;

delegation; planning; review; management processes; communication, learning and training; review; control, problem solving, decision making, and leadership.

The program employs frequent review periods during which the participants are encouraged to use the content to work with real management issues. In this context, real issues are those the participants left on their desks so that they could attend the session.

Like all other aspects of the management training and development at The University of Tennessee, it is presented by working managers. The person wishing to be qualified as a trainer for this program attends a two-week training event to obtain the skills necessary to lead a learning group on the campus. As previously mentioned, one of the values which has been incorporated into the university's training is that development of lesdership is a responsibility of internal managers. It is, therefore, not to be delegated to outside consultants. But, the advise of outside consultants has been solicited, and has been incorporated into the programs where it is appropriate to do so.

This program is offered using several different schedules. The offering schedule is a matter of campus option and the calendar demands of the participants and trainers.

Like other phases of the program, Model-NETICS is evaluated by the participants as feedback to the trainer. In addition summary evaluations are mailed to Main Event Management Corporation as a check on quality.

A random sample of participant evaluations (n=73) was examined. The participants took the course between 1980 and 1983 and were asked a series of questions to which they confidentially responded on a one-to-five scale (5 = highest score).

Question	Mean
How useful do you think this program will be to the univeraity?	4.15
How useful do you think this program will be to your job?	4.04
How does this program rate in comparison to other development courses you have taken?	4.29

Participant acceptance of Model-NETICS is very high. When asked, "Do you favor extending this course to all university employees?," 70 percent said, "Yes." About half of the "no" responses indicated that clerical personnel should not be given this course.

ORGANIZATIONAL DEVELOPMENT. The University of Tennessee was a pilot institution for the Higher Education Management Institute (HEMI) program. The program is an action research approach to organizational change. It consists of five phases- as follows:

I. INTRODUCTION. Explanation of the program to the campus, how it works, and what to expect.

II. NEEDS ASSESSMENT. Each participating unit surveys its members relative to organizational climate. The survey is based on Likert's work with survey guided needs assessment.

III. FEEDBACK AND ACTION PLANNING. The units receive the survey data, identify problems and strategies for solution of those problems, and develop an action plan.

IV. IMPLEMENTATION. The units carry out their action plan. Where training has been identified, training modules are available and are delivered at the unit's request by practicing university managers.

V. EVALUATION. A second survey is done to assess the progress which has been made and to assess that which remains to be addressed. These data become the material for the further development of action plans.

Participation is this process is voluntary on the part of the participating department or unit. Once the decision is made that a unit wants to proceed, a member of the HEMI task force contacts the administrator of the unit and arranges a meeting to fully describe the process. Each campus has a small group of trained facilitators who are available to present the training programs spedified in the unit's action plan. The university's campuses have operated this program since 1978 with varying degrees of commitment. It is provided as resource for positive change within the units that make up the university. This program is well packaged and available with a sensible level of fiscal commitment.

INSTITUTE FOR LEADERSHIP EFFECTIVENESS. The University of Tennessee has had a history of involvement in what could be called "state-of-the-art" management development programs. As mentioned above, the university was a pilot institution for the HEMI program (before it s association with ACE). As a consequence of that commitment, an expertise with training university managers to be "trainers" was developed. During the early years of HEMI, pioneering attempts were made to deliver first rate facilitator training to academic and non-academic administrators as trainers. As a result of this experience, a cadre of managers sophisticated in group facilitation, group dynamics, process observation, and management theory developed, along with the university's commitment to the idea of management development.

Beginning in the summer of 1976, the Office of the Vice President for Academic Affairs at UT began a study of both theoretical and empirical

literature, along with an extensive informal inquiry of other universities' efforts to provide needed management training, especially for academic department heads. High and Levy (1984) reported that there was little or no useful applications-oriented research available on programs which had been effective in educating department heads. At about this time, UT along with institutions in South Dakota, Missouri, and Illinois, began experimentation with the ACE Departmental Leadership Training based upon *Chairing the Academic Department: Leadership among Peers* (Tucker, 1981). UT had a pilot institution status with this program. According to a survey of UT department heads (80 percent return rate), they were looking for ways to improve communications within and between departments, to fulfill, in an appropriate way, their middle management role, and to deal with conflict.

The department chairpersons who participated in this program made many useful suggestions for improvement of an already operational program. While the evaluations were generally positive, the participants indicated that the ACE format and materials lacked the flexibility needed to fit a number of specific situations for UT. Additionally, the content orientation used material that was too simple for some and too complex for others. Even at this early stage, the fundamental conflict between "content" and "process" emerged.

As a parallel development, a leadership institute for nonacademic administrators was developing within the institution. Both of these latter efforts were residential programs conducted in two parts. Part I, was conducted at a state park, (off-season) and lasted four days. Part II was conducted approximately six months later and also lasted four days.

Each step of the development process of the institute has been seen as an opportunity to learn, both by the participants and by the institute staff. As a matter of evolution, the outcome of these diverse developments was a Leadership Effectiveness Institute conducted for both academic and nonacademic administrators. The hybrid program is conducted in two parts each lasting four days and separated by six months. A typical agenda is presented below:

PART I

Sunday 5 p.m. - 9:00 p.m.
- Registration
- Welcome (large group)
- Introduction to Small Groups
- Supper
- Keynote: History of the University
- Reception

Monday 8:30 a.m. - 10:30 p.m.
- Small Group Discussion of History
- Large Group Presentation: Personal Style
- Lunch
- Small Group: Personal Style
- Free Time
- Supper
- Small Group: Case Study
- Reception

Tuesday 8:30 a.m. - 10:30 p.m.
- Small Group: Campus Culture
- Lunch
- Campus Groups: Campus Culture
- Small Group: Case Study
- Free Time
- Supper
- Small Group: Group Development Cycles
- Reception

Wednesday 8:30 a.m. - 10:30 p.m.
- Large Group: Political and Economic Forces Facing the University (Speaker: Executive Vice President)
- Small Group: Case Study (based upon speech content)
- Lunch
- Large Group: Small Groups Report on Case Study
- Small Groups reflections
- Free Time
- Supper
- Large Group: Leadership in Higher Education (Speaker: Chancellor of an Out-of-State Institution)
- Closing Remarks: Staff
- Reception

Part II follows the same general pattern, but the content changes to conflict management, leadership effectiveness, organizational issues, and ethics. A full day is spent simulating an organization to illustrate the behaviors that are common in the university setting.

The institute is funded centrally (from university-wide administration). A training staff of ten is assisted by resource speakers from both within the university and from outside the university.

Participants are selected from their units by the central administration. The participants are volunteers, and the institute is in no way remedial. It is, instead, an opportunity for the university to say "thank you" to those who have given so much to it. It is an opportunity for those who wish still deeper involvement in administrative processes to gain a perspective on higher education and it s administration.

The objectives of the institute are to:

1. Develop skills in dealing with group dynamics as opposed to studying about group dynamics.
2. Develop influence by understanding the environment within which they work.

3. Develop influence by understanding the cultural values that the university embraces.

4. Develop influence by understanding how the institution decides issues of resource allocation and reallocation.

5. Develop a working understanding of power and its legitimate usage in an academic community.

6. Develop skill in conflict management.

7. Develop a recognition that functional conflict is to be valued.

8. Provide a setting in which each participant can develop a personal relationship with at least ten other administrators who can serve as internal consultants to that administrator as future problems arise requiring outside advice.

9. Provide an occasion for university administrators to grapple with ethical issues in university administration.

As mentioned earlier, the debate of the institute's focus on "process" or on "content" began during the early years with the HEMI program. At no time during the UT's staff discussion was it argued that either of these was superior to the other. The debate instead was waged over the contribution of each to the outcome of the institute as a training event. The staff has come slowly to the conclusion that content (delegating, faculty handbook, fiscal policy, etc.) may be acquired more effectively through reading, on-campus presentations, and through a wide range of reference materials. It is one thing to know about performance appraisal, for example, but quite another to know how to manage the process which involves educating a department's staff or faculty to its responsibilities, managing conflict, being an effective two-way communicator, and understanding faculty development as a process.

The institute tries to provide an environment which is an allegory for the university department. It is successful in developing a setting in which self-examination of participant behaviors in response to stimulus materials becomes part of the content. The potentials of the experiential learning, trying out new ways of behaving with others, and examining personal feelings of being a leader by sharing with others struggling with the same feelings, are part of the significance of this attention to process. A recognition of common problems and opportunities within the university community and the values of team-building can all be addressed when they themselves are viewed as elements which are organically related to process considerations which develop within the group setting.

The question of evaluating the impact of the program is difficult. It is true that each of the programs is evaluated by the participants. Each responds to questions relating to their judgment as to whether the program met their expectations. Did the program meet its objectives? Did the program contain useful learning? All these questions and their answers are important from a formative point of view. The feedback allows the program staff to make needed corrections in process or content.

The questions above do not relate to the assessment of impact. The answers do not assure that learning has taken place, that behavior has changed, or that new ways of managing have taken hold. Unfortunately, the staff of the institute has no precise mechanism to determine impact. However, there are indications of impact. According to High and Levy (1984):

> None of the participants has lost his/her job or been demoted; many have been given additional responsibilities or promotions. A few have left the University, but they have taken better and more prestigious positions at other institutions. Clusters of department heads are beginning to form on the various UT campuses, and these clusters are comprised of, or organized by, graduates of previous Institutes.

Forty-two percent of the participants were interviewed several months after the 1983 Leadership Institute.* The interviewees were randomly selected from across small discussion groups and across campuses. Twelve were face-to-face interviews and six were conducted by telephone, each lasting between 30 and 60 minutes.

By examining the information across interviews, it became apparent that the institute affects participants in similar ways. When asked about changes in attitudes, fourteen participants said they were more accepting of other people's feelings and personalities and were more aware of the dynamics of interpersonal relations. Thirteen stated that they felt they had more control and influence in their jobs and work groups, and they expressed confidence in their leadership roles. Thirteen interviewees also acknowledged a realization of and admiration for the leadership talent of their colleagues that was displayed at the institute, and that this made them feel better about their jobs and about being a part of The University of Tennessee. They related they had a broader perspective of how they fit into the larger university system and that they understood the mission of the university better than before. Six former participants said that their attitudes about problems had

*University of Tennessee Institute for Leadership Effectiveness Participant Interviews were conducted by Kay Jeanine Loesch.

changed; they now looked at problems as potential opportunities to make things better.

When asked about behavior changes, all but one of the participants noted an increase in contacts with people outside their department as a result of the institute experience. In general, they also reported that the quality of those contacts was more effective. Twelve participants mentioned an increase in the amount of work and authority they delegated to others. Ten stated that they had increased the amount and openness of the communication between them and members of their work group.

Some additional observations by the institute staff suggest that an institute network is developing whereby participants are using each other for problem-solving and resource-sharing. No, the impact is not systematically assessed. But indications are that the results are beginning to take form. UT's administration is demonstrating growing support for the effort. It may be years yet until solid evidence is available that would appeal to the experimentalists among us.

CONCLUSION

The successful development of this multi-faceted program is due to several factors. The program has the support of the president, and the vice-president for business and finance, and the vice-president for academic affairs. The literature on management training calls attention to the importance of top-down support. Our experience supports that contention.

Success is predicated upon the commitment of a group of full-time managers and administrators to the concept of management as a vehicle for humanizing university organization. They and their local campuses must support the concept with time, effort, flexibility, and with a will to repel the nay-sayers.

The experience at The University of Tennessee suggests that the development of a truly effective program takes much longer than one would think. It is fair to say that among the training staff, there is a consensus that the goal of an effective program will be realized within the next few years. We have been at it now, in earnest, for eight years.

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Using Media to Recruit and Retain Minority Students

The author explains how the Staff and Program Development Department of Florida Junior College at Jacksonville used media projects to recruit and retain students.

By PAUL L. PRESHA

RECRUITMENT AND RETENTION activities in public colleges and universities in the state of Florida are top priority for the academic years 1983-84 through 1984-85. Because of the goal of parity of enrollment between black and white students in Florida's public colleges and universities, the Office of Civil Rights (OCR) has mandated that Florida increase its ratio of black students to the total white student enrollment in the system. The OCR cited Florida and several other southern states for having a low ratio of black students enrolled in their respective college and university systems.

This article is written to show how the Staff and Program Development (SPD) Department of Florida Junior College at Jacksonville used media projects to recruit and retain students. It is hoped that this article may be of assistance to other educational institutions in the development or improvement of their recruitment and retention programs.

FUNDING OF PROJECTS

The State of Florida has for many years provided that a portion of the annual operating funds be designated for staff and program development activities. The current formula calls for each community college to set aside funds equal to two percent of the previous year's operating funds for staff and program development activities.

In 1983, the Florida State Board of Education established a rule that 25 percent of staff and program development funds must be spent on recruitment and retention efforts of black stundents. In order for Florida Junior College (FJC) to resolve its parity of enrollment between black and white students, the SPD Department funded eight projects that used media to recruit and retain students.

MEDIA PROJECTS MODEL

The SPD Recruitment and Retention Media Projects approach model is called the "Three (3) Rs." It consists of three components: Research, Recruitment and Retention.

The two types of media used with the "3Rs Model" are printed and non-printed materials. The printed media in this model include poster boards, flyers, newsletters, brochures, newspapers and self-paced instructional materials. The non-printed materials include videotapes, computer-assisted instructional materials, slide tape presentations, resource speakers, films, filmstrips, and transparencies.

RESEARCH PROJECTS

There were two SPD-funded projects in the research area, the first of which was the "Community Research Project."This project involved the use of a marketing firm to survey individuals in the two counties which FJC serves. The goal of this project was to provide quidelines for the development of more efficient and effective methods for recruitment, communications, and program planning and for the creation and use of new informational materials. Research was carried out over a nine-month period and consisted of three phases.

During the first, or exploratory, phase twenty interviews were conducted by telephone with high school juniors and seniors of the two counties and parents of high school juniors and seniors. Half of those interviewed were black and half were

white. These interviews were made to obtain information for developing a mail-out questionnaire used during the second phase, to identify some of the attitudes of residents concerning higher education, and to pre-test certain types of questions. The third phase consisted of telephone interviews with 149 parents of high school students, 73 of whom were black and 76 of whom were white, and 306 adult residents-at-large, 149 of whom were black and 157 of whom were white. Upon completion of the three phases of the project, the marketing firm presented the college, in summary form, the major findings of the project.

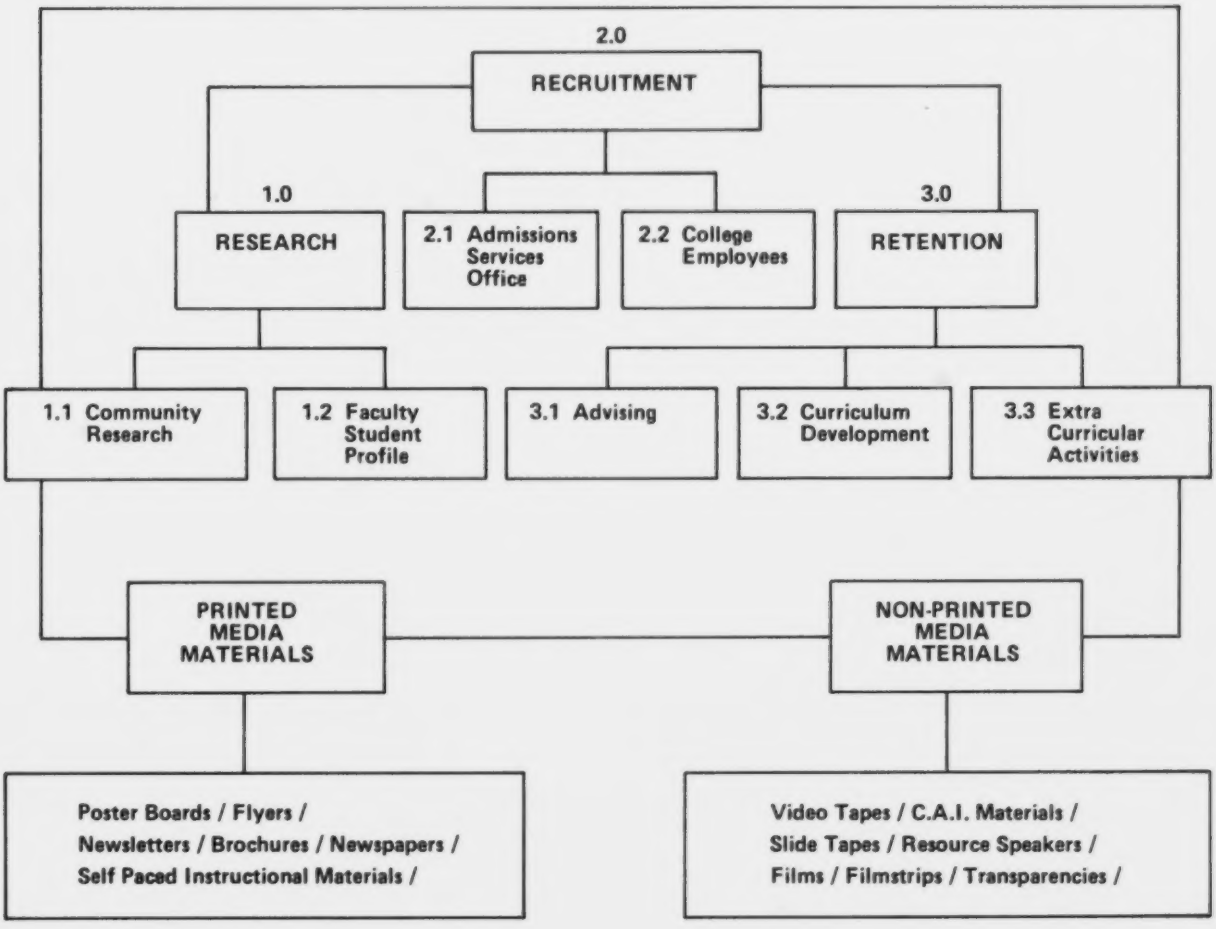
Also funded in the research area was the "Black Student Retention Project." The principal investigators were Dr. Charles Atwell and Associates. This project was funded to identify factors which influenced the drop-out rate of black students enrolled at FJC; to conduct an analysis of varying faculty methodologies as related to high and low retention rates; and to develop a model which could be used to increase the retention of black students. Atwell, Vogler, and Creamer (1984) also used the telephone to obtain retention information from FJC students.

RECRUITMENT PROJECTS

According to Tinto (1982), the study of student attrition has grown tremendously over the past two decades. The recent decline in the numbers of prospective students has prompted colleges and universities to consider ways in which they can more effectively serve their students and hopefully retain more of them until degree completion. There were five recruitment projects funded to assist the college in recruiting and retaining more students until graduation.

The Admissions Services Office was funded to develop a "Media/Materials for Minority Recruitment" project. The goal of this project was to develop media materials which visually portrayed minority students attending FJC as being succesful in their educational experience. These materials

"THE THREE Rs"


2.0
RECRUITMENT
1.0
RESEARCH
2.1 Admissions Services Office
2.2 College Employees
3.0
RETENTION
1.1 Community Research
1.2 Faculty Student Profile
3.1 Advising
3.2 Curriculum Development
3.3 Extra Curricular Activities
PRINTED MEDIA MATERIALS
NON-PRINTED MEDIA MATERIALS
Poster Boards / Flyers / Newsletters / Brochures / Newspapers / Self Paced Instructional Materials /
Video Tapes / C.A.I. Materials / Slide Tapes / Resource Speakers / Films / Filmstrips / Transparencies /

included a portable slide presentation; a two-color, 11 by 22 inch poster; and, a two-fold, 8½ by 11 inch brochure. The posters were distributed throughout the community; the slide presentation was used by the college recruiters when visiting public and private schools; and the brochure was used for direct mailing to minority students inquiring about admissions requirements.

The Admissions Services Office was also funded to develop a printed policy handbook for counselors. This handbook was developed as an easy reference manual for use in counseling individuals interested in attending FJC, and was designed to be used with the college's catalog.

Because of a decline of minority students enrolled in the performing arts, an "Arts/Music Recruitment" project was funded. The project coordinator used the slide presentation, brochure and poster media materials developed by the Admissions Office to reinforce the Arts/Music program at FJC.

Also funded in the recruitment portion of the model was "FJC Destination Graduation." This project recruited recent high school graduates to participate in a summer college-preparatory program. Its intent was to enroll over fifty percent of the high school students into FJC's college credit program. The local newspaper was used to provide general information regarding the program and a brochure was developed to provide information on the subject content of the program.

The college also provided funds for staff to attend a special skill-building workshop related to recruitment. Flyers, brochures, and the college newsletter were used to advertise the workshop topics.

RETENTION PROJECTS

The last component of the "3Rs" model is retention. Lenning, Beal, and Sauer (1980) stated, "One way to improve retention is to direct recruitment efforts to students who the institution is best equipped to serve and to change the institution so that it will better serve those students." Retention efforts involve a wide range of strategies designed to keep students enrolled in the college until they graduate.

The first funded project in this area involved "An Early Alert Monitoring System and Mentor Program." The media developed included films on study habits and self-esteem, computer assisted instruction for remedial work, and a videotaped session of student role playing. Successful black mentors were invited to talk with students, and their presentation was videotaped to show to other students at a later date.

The science department received funds from the SPD department to develop two retention media-related projects. The "Retention of Minority Students in Basic Chemistry" project provided computer assisted instruction using programs and lessons developed by instructors. The second project was the "Peer Tutor Program for Anatomy and Physiology." This project involved a special guide book for student tutors to use when helping other students.

A student's education should not be all work and no play. A number of studies have found that student involvement in extracurricular activities can be positively related to retention. The "Performing Arts Activities" project was funded to attract minority students to the performing arts extracurricular activities. The FJC student newsletters, flyers, and brochures, together with some faculty help, were employed to obtain minority students to participate in the performing arts activities.

SUMMARY

Beal and Noel (1980) stated that "despite many years of research, hundreds of publications, and many carefully controlled studies on factors contributing to attrition and retention, very few solutions to the complex problem have been identified." The conclusion that may be drawn is that no simple solution exists for recruitment and retention of students. However, the media projects funded through Florida Junior College's Staff and Program Development Department are examples of ways in which colleges and universities can use print and non-print media to recruit and retain students.

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IN SEARCH of WIZARDS: Curriculum Development in Higher Education

A challenge to staff, program and organization centers to take risks and work with institution personnel to strengthen curriculum and instruction.

By GLENN R. JOHNSON

WOULD YOU LIKE to know if institutional administrators' perceptions are similar to perceptions of faculty members when both groups are queried about instructional and curriculum practices? Pack your gear and follow the road map below. Somewhere among all that data you will find your setting. Are you looking for a challenge during this time of retrenchment? I hope you are—institutions need your help more than ever!

This article explores the perceptions of various post-secondary groups regarding the implementation of recommendations for curriculum development and teaching strategies. The findings clearly indicate the need for services from staff, organization, and development centers.

PROCEDURES

Using recommendations appearing in the literature, the author identified key factors to consider in curriculum development and program revision. The same approach was used to identify common teaching strategies. Next, a set of questions were developed which could be used in a survey instrument to obtain data regarding the two major areas—i. e., curriculum/program development and teaching strategies.

The questions were discussed with post-secondary personnel to determine their perceptions of each item's value, and then the first instrument was distributed to academic affairs officers in junior/community colleges. The findings were reported (Johnson, 1980a) and the instrument was refined for use with vice-presidents in state-supported colleges and universities. After recording the findings from the second group (Johnson, 1981b), the instrument was again refined and used with chairpersons for departments of biology, English, history, and mathematics in state-supported colleges and universities (Johnson, 1983c). These first three studies involved random samples on the national level. After additional refinement of the instrument, a fourth study was conducted and involved a non-random sample of junior/community college faculty in biology, English, history, and mathematics located on seven campuses in three major population areas of east Texas: Galveston, Houston, and Dallas (Johnson, 1984d).

Each of the curriculum/program and teaching related items were worded in question format with each question being followed with a set of five descriptions from which the respondent could choose the one expressing best his or her perception of the present condition of that item in the respondent's setting. A Likert scale was applied to the descriptors so responses would provide meaningful data. The scale appears below with the wording for the earlier studies appearing in parenthesis:

5 = all of the time (to a great extent)
4 = most of the time (more than a little)
3 = some of the time (a little bit)
2 = seldom (hardly)
1 = never (not at all)

All scores reported in the next section are mean scores. Basic data appear in Table 1.

SUBJECTS

The respondents consisted of a random national sample of junior college academic affairs officers (N= 180), a random national sample of vice-presidents for academic affairs in state colleges/universities (N= 176), a random national sample of chairpersons of departments of biology, English, history, and mathematics in state-supported colleges and universities (N = 523); and biology, English, history and mathematics faculty in a selected number of junior colleges located in east Texas (N= 109).

Although one could not use the data to con-

duct an analysis of variance since the length of the instrument, some wording, and dates of the surveys differed from one group to the next, it is possible to engage in some extrapolation.

ANALYSIS OF DATA

Only five curriculum/program questions and five teaching questions were common to all four studies. The perceptions of all four groups of subjects surveyed will be discussed.

Organized Plans (Item 1)

The first question asked the respondents the extent to which their departments (colleges) used a systematic, organized plan in curriculum/program development or revision.

Using extrapolation with the data collected from the first question, it does not appear to this investigator that any major differences exist among the four groups. Of particular interest was the almost complete agreement between the junior college academic affairs officers and the junior college faculty members (see Table 1).

However, the percentages of those perceiving the level of implementation of the recommendation to be never (not at all) or seldom (hardly) were high enough for some concern: 25%, 15%, 20%, and 20% respectively.

Staff, organization, and development center personnel can help administrators and faculty members recognize how important this phase is to the total development of a curriculum/program effort. Organized planning in curriculum work is important. It helps provide a framework for faculty involvement in decision-making. It is necessary in identifying committee members, task force members, boundaries of the study, and logistic requirements.

Testing Courses (Item 2)

The second question asked the respondents the extent to which their departments (colleges) experimentally tested courses or small units of the program or curriculum prior to full implementation.

Again using extrapolation with the above data, vice-presidents and chairpersons in the state supported colleges and universities perceived this recommendation as being implemented more than some of the time. However, the faculty in junior colleges saw the recommendation as being implemented less than some of the time while the junior college academic affairs officers perceived the level of implementation to be higher. (Table 1)

Pre-testing courses or units before full imple-

TABLE 1

Perceptions of four different postsecondary groups about the implementation level of curriculum and instruction procedures in their settings.

SCALE:
- 5 = all of the time (to a great extent of the time)
- 4 = most of the time (more than a little bit of the time)
- 3 = some of the time (a little bit of the time)
- 2 = seldom (hardly)
- 1 = never (not at all)

SUBJECTS:
- Group I = 180 community/junior college academic affairs officers (national)
- Group II = 176 vice presidents of universities (national)
- Group III = 523 department chairpersons in universities (national)
- Group IV = 109 faculty in six community/junior colleges (Texas)

		LIKERT SCALE 5	4	3	2	1	mean
ITEM 1							
Group I	num	18	59	60	41	2	3.29
	%	10	33	33	23	2	
Group II	num	19	83	48	21	5	3.51
	%	11	47	27	12	3	
Group III	num	89	186	140	73	31	3.41
	%	17	35.6	26.8	14	5.9	
Group IV	num	18	37	21	18	15	3.28
	%	16.5	33.9	19.3	16.5	13.8	
ITEM 2							
Group I	num	5	31	70	60	14	2.75
	%	3	17	39	33	8	
Group II	num	23	51	74	24	9	3.30
	%	13	28	41	13	5	
Group III	num	77	156	156	75	57	3.22
	%	14.7	29.8	29.8	14.3	10.9	
Group IV	num	4	16	17	40	31	2.28
	%	3.7	14.7	15.6	36.7	28.4	
ITEM 3							
Group I	num	34	83	50	13	0	3.77
	%	19	46	28	7	0	
Group II	num	43	70	36	21	10	3.64
	%	24	39	20	12	6	
Group III	num	126	181	104	54	54	3.50
	%	24.1	34.6	19.9	10.3	10.3	
Group IV	num	17	33	29	10	20	3.16
	%	15.6	30.3	26.6	9.2	18.3	
ITEM 4							
Group I	num	5	47	67	54	7	2.94
	%	3	26	37	30	4	
Group II	num	13	63	65	33	6	3.24
	%	7	35	36	18	3	
Group III	num	17	74	126	145	157	2.31
	%	3.3	14.2	24.1	27.7	30	
Group IV	num	0	22	20	31	36	2.56
	%	0	20.2	18.4	28.4	33	
ITEM 5							
Group I	num	38	77	41	18	4	2.94
	%	21	43	23	10	2	
Group II	num	28	62	64	21	4	3.50
	%	16	35	36	12	2	
Group III	num	101	186	126	54	44	3.40
	%	19.3	35.6	24.1	10.4	8.4	
Group IV	num	4	19	27	24	34	2.40
	%	3.7	17.4	24.8	22	31.2	

TABLE 1 (continued)

		5	4	3	2	1	mean
ITEM 6							
Group I	num	23	90	55	12	0	3.69
	%	13	50	31	7	0	
Group II	num	33	96	44	7	0	3.86
	%	18	53	24	4	0	
Group III	num	126	181	104	54	54	3.50
	%	24.1	34.6	19.9	10.3	10.3	
Group IV	num	18	18	24	20	28	2.80
	%	16.5	6.5	22	18.3	25.7	
ITEM 7							
Group I	num	20	77	70	11	2	3.69
	%	11	42	39	6	1	
Group II	num	21	54	77	23	3	3.38
	%	12	30	43	13	2	
Group III	num	54	160	179	87	40	2.87
	%	10,3	30.6	34.2	16.6	7.7	
Group IV	num	6	17	31	33	22	2.56
	%	5.5	15.6	28.4	30.3	20.2	
ITEM 8							
Group I	num	85	84	7	4	0	4.39
	%	47	47	4	2	0	
Group II	num	45	93	32	9	0	3.98
	%	25	52	18	5	0	
Group III	num	185	205	75	46	7	3.96
	%	35.4	39.2	14.3	8.8	1.3	
Group IV	num	13	56	36	3	1	3.71
	%	11.9	51.4	33	2.8	.9	
ITEM 9							
Group 1	num	7	91	72	10	0	3.53
	%	4	51	40	6	0	
Group II	num	19	97	59	6	0	3.71
	%	10	54	33	3	0	
Group III	num	164	244	97	14	0	4.40
	%	31.4	46.7	18.6	2.7	0	
Group IV	num	8	40	58	2	1	3.48
	%	7.3	36.7	53.2	1.8	.9	
ITEM 10							
Group I	num	9	61	72	36	2	3.24
	%	5	34	40	20	1	
Group II	num	7	29	87	53	4	2.90
	%	4	16	48	29	2	
Group III	num	58	106	133	164	60	2.88
	%	11.1	20.3	25.4	31.4	11.5	
Group IV	num	6	9	31	25	38	2.27
	%	5.5	8.3	28.4	22.9	34.9	

mentation is an excellent way to discover if there are modifications and adjustments which should be made before requiring all sections of a particular course to incorporate the changes. Staff, organization, and development center personnel can help departments with a research design. A random number of selected sections could use the proposed changes while an equal random number could continue with the course as it presently exists. Data could be collected from both groups, and an analysis of variance or t-test could be used to determine if the proposed changes really make a difference in learning. If not, careful consideration must be given to the proposal to be sure that the recommended changes are worth implementing. The findings may prompt the department to consider additional modifications and pre-testing prior to implementation. Staff, organization, and development center personnel should not hesitate to challenge the department—to guide the administration and faculty to the best choices.

Using a Comprehensive Set (Item 3)

The third question asked the respondents the extent to which their departments (colleges) used a clear and comprehensive set of program objectives when engaging in curriculum/program development and revision.

We might infer from the findings that few differences existed among the first three groups—junior college academic affairs officers, vice-presidents of state colleges and universities, and chairpersons of departments. (Table 1)

However, the perceptions of the junior college faculty were close to "some of the time" while the junior college academic affairs officers were closer to "most of the time." If the faculty proved to be more correct in their perception of the use of a comprehensive set of program objectives, the 27.5% marking "never" or "seldom" should be a finding of concern. If objectives are needed to guide their efforts, and the comprehensive set of objectives is missing, how can they be assured of a quality product when they finish their task?

Committees and task forces need a set of comprehensive objectives to guide them during their work in developing the curriculum or in revising the program. Such groups should constantly reference the objectives as they engage in their work. Objectives determine the selection of content, development of learning experiences, selection of materials, and procedures to use in evaluating student progress.

Staff, organization, and development center personnel are very knowledgeable in techniques for writing clear and comprehensive objectives. Your personnel may need to make vis-a-vis contacts with department chairpersons so the center's resources are used in this area.

Supporting Curriculum (Item 4)

The fourth question asked the respondents the extent to which their departments (colleges) had been provided with the time, consultants, inservice training, and financial resources to adequately attempt curriculum/program development or revision.

Although the junior college academic affairs officers and the junior college faculty seemed to agree, university department chairpersons disagreed with the perceptions of the university vice-presidents. (Table 1)

Adequate support is required in revision programs. The department must have the authority, time, space, information, supplies, clerical help,

and consultants required to make for a successful undertaking.

Administrators and faculty organizations may have to work together to influence state legislators so they understand that curriculum efforts are important. Lack of support to conduct meaningful program revisions must be corrected. In the meantime, staff, organization, and development personnel need to keep administrators informed regarding the important role they play in controlling the resources which are needed for curriculum efforts.

Conducting a "Needs Assessment" (Item 5)

The final curriculum question asked the respondents the extent to which their departments (colleges) used a needs assessment in curriculum/program development or revision.

Using extrapolation, there appeared to be no significant difference between the vice-presidents and chairpersons in senior colleges and universities. Table 1 reveals some differences between perceptions of junior college academic affairs officers' perceptions and the selected junior college faculty members' perceptions (2.94 vs. 2.40).

A needs assessment is a procedure one uses to identify gaps which exist between an anticipated performance level by students and the real performance level of the students. It is an important process one uses in developing curriculum or revising programs. If a discrepancy between the desired and the actual performance exists, one begins to explore ways to correct the gap.

To conduct a needs assessment less than some of the time (a little bit) strikes this investigator as being low enough to warrant some consideration for faculty development and in-service training efforts. Are your center's personnel ready to offer such a service? Do they know "how" to conduct a needs assessment?

Instructional Objectives (Item 6)

The first instructional question asked the respondents the extent to which faculty (they) wrote specific behavioral objectives.

It would appear that all three of the administrator types perceived fairly wide use of such objectives. However, the selected faculty in the junior colleges located in Texas had a mean score of 2.80 which is slightly below the statement "some of the time" (a little bit) but above the "seldom" (hardly) descriptor. Could it be that junior college administrators perceived a greater use of behavioral objectives than were really being used by junior college faculty?

Behavioral objectives are explicit statements of the ways students are expected to perform by the close of an educative process. Verbs used in writing such objectives focus on terms which will result in greater agreement among instructors when they attempt to evaluate the progress of the students. Rothkopf and Kaplan (1972) reported increases in learning when such objectives were shared with learners.

It would be interesting to know how faculty members in senior colleges and universities perceive their use of specific objectives for instruction (a group of co-researchers at several large research universities are presently collaborating to collect data to answer this item).

Individualizing Instruction (Item 7)

The second instructional question asked the respondents the extent to which their departments (they) individualized instruction.

Once again the junior college academic affairs officers were quite optimistic about the extent of individualized instruction within the departments since their perceptions resulted in a mean score of 3.69. However, if a national sample of junior college faculty perceived the level of implementation to be the same as the junior college faculty in Texas, a wide discrepancy would exist between academic deans and faculty. There also appeared to be a discrepancy between the perceived level of individualizing instruction by vice-presidents (3.38) and the department chairpersons in the senior colleges and universities (2.87). The department chairpersons were far more conservative in their estimates than were the vice-presidents.

Differences among individuals and groups of people have been recognized for decades. To have all of the students pursue identical objectives with identical materials in an identical manner while testing their progress with identical evaluation procedures does not strike one as an indication that individualized instruction takes place in post-secondary education settings. We should be more enlightened, and we should probably try to develop relevant learning experiences to accommodate the wide differences among our learners. This will take great effort, creativity, and skill on the part of staff, organization, and development center personnel.

Use of the Lecture Approach (Item 8)

The third instructional question asked the respondents the extent to which their departments (they) used the lecture approach in teaching.

It was interesting to find almost a perfect agreement between the national random sample of department chairpersons in senior colleges and universities. However, junior college faculty thought they used the lecture approach far less

than the level reported by junior college academic affairs officers.

The lecture is one of the more well established teaching strategies in use. There is nothing wrong with a well conceived, well developed, excellently presented lecture. Lectures are used when instructors want to focus on basic facts, basic concepts, and basic knowledge. If the objectives describe changes in attitudes or if they tell about engaging students in higher cognitive discussion, the lecture is not the appropriate strategy to use. Once again, centers can help faculty by establishing workshops on problem-solving teaching strategies so students are challenged beyond direct recall of facts.

Critical Thinking (Item 9)

The next instructional question asked the respondents the extent to which their departments (they) engaged students in critical thinking during class time.

Junior college academic affairs officers and the faculty from the selected junior colleges located in Texas were almost in perfect agreement (3.53 and 3.48). However, the vice-presidents of universities perceived far less critical thinking at the department level than did the department chairpersons (3.71 vs. 4.40).

Critical thinking takes students beyond the recall of basic facts. It engages students in thought-provoking experiences and activities so they use higher cognitive processes of analyzing, synthesizing, and judging. I have heard several commencement speakers during the last fifteen years plead for the development of problem-solving skills.

Diagnostic Testing (Item 10)

The final instructional question asked the respondents the extent to which their departments (they) diagnosed gaps in achievement among students in courses by use of a pre-course test or by use of assessment forms.

There was a wide disagreement between the junior college academic affairs officers and the junior college faculty (3.24 for junior college administrators and 2.27 for the selected faculty in junior colleges located in Texas). Junior college faculty may be engaged in diagnostic testing far less than their academic affairs officers think. In contrast to the junior college scene, there was almost a perfect agreement between the vice-presidents in universities and the department chairpersons (2.90 and 2.88).

CONCLUDING STATEMENT

Clearly, the extrapolation of the data collected from four different groups of post-secondary personnel supports the need for services from staff, organization, and development centers. Even though we continue to confront an era of retrenchment, we cannot back off from this calling. The complexities surrounding curriculum and program revision may be even greater than those surrounding college teaching. The great diversity among our students, lack of resources, and ignorance about recommended procedures to use in curriculum efforts present a challenge that will tax the most expert among us.

Yet, this is the very time when curriculum reform must be approached in an orderly manner if higher education is to offer America informed and well-prepared citizens. We may not be able to control the economic, political, and social trends which blow from one end of a continuum to another, but by becoming well informed about current theories of curriculum and instruction we will be in a better position to offer proper guidance to our colleagues across the institution as they engage in the reconstruction of a curriculum to better meet the needs of society.

Staff, organization, and development centers are encouraged to use the author's survey approach to see if proper curriculum and teaching strategies are being used or if perceptual discrepancies exist. Center personnel may obtain a copy of the author's survey instrument by contacting him directly.

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Developing a Climate for Innovation

To develop an innovative organization, management must create a climate that is supportive of efforts made to discover new and better ways of achieving organizational goals.

By DUANE D. ANDERSON

While obviously the premier requirement for creating an innovative organization is to have innovative individuals as members of that organization; however, that in itself is not enough.

Organizational literature is replete with evidence that much of the innovation found in individuals is directed toward thwarting the goals and objectives of the organization rather than supporting them. Elaborate schemes have been found in which employees have expended vast amounts of energy and have created innovative ways of circumventing the system and preventing it from achieving outstanding results.

In organizations such as colleges and universities innovation tends to be self-serving in nature. While activities may bring recognition to the individual to such an extent that the college or university may be regarded as innovative by the larger community, that is often only incidental to the persons engaging in the innovative activity. There is clearly a difference in developing an innovative organization which leads to a degree of organizational excellence, and fostering individual innovation that may or may not lead to the greater achievement of organizational goals.

For example, the individual who finds ways of reducing his committment to students may be innovative, but he is not an asset to an organization that has as one of its primary goals the teaching of students.

To develop an innovative organization, management must create a climate that is supportive of efforts made to discover new and better ways of achieving organizational goals. By its very nature the innovative process requires a degree of freedom to examine current ways of operating to disagree, and to try new ways. It also requires an environment in which it is all right to fail and not be treated as a failure. To discover how to create such a climate that will encourage organizational innovations, one must examine the conditions which bring about the opposite situation—stagnation. Most people by nature are innovative—seeking new and better ways of performing. The organization in which there is a high level of insecurity on the part of those in charge, will soon stifle organizational innovation or stimulate the kind of innovation that disrupts the reaching of organizational goals. This can also cause people to turn to activities outside of the organization in which to express their innovativeness.

Insecurity on the part of presidents, deans, chairpersons and others with authority in an organization, is the principal barrier to the organization becoming truly innovative, not the lack of creativity or ambition on the part of the subordinates. In order for people to direct their creative talents toward the meeting of organizational goals, they must first be aware of what those goals are, and secondly they must feel some personal ownership of those goals. Administrators who develop brilliant goals for an organization by themselves will soon find that they are not being accomplished because they belong to the administration and not to those who must bring them about. Bringing in an outside consultant to motivate and "fire-up the troops" in the hope of creating an innovative organization, is a waste of time and money unless the administration is receptive to being told that perhaps their lack of involving the subordinates in the selection of organizational goals is the problem and that they are willing to try new approaches of setting goals and making decisions. The true reservoir of innovations is seen when a genuine group decision process is tried. The best solutions to problems are often discovered when people who are involved are included in the process. This becomes the basis of the "Quality Circle experiments" that are being tried in all kinds of organizations including colleges and universities. In an area where learning is the primary focus, not product or profit, it is amazing that we are so reluctant to involve the learner in the search for innovative solutions. Where teaching is the focus we so often search for innovation in the research, and the researchers are amazed when we don't find it. The causes of stagnation in an organization

are not as easy to pin point as the evidence that it exists. One does not have to have extraordinary powers of perception to be aware of stagnation in an organization. Time spent in "CYA-ing" not only is lost time, but it also creates a chilling effect on the innovative process. There are managers and subordinates who thrive on working the rule, playing the corporate game, and they are not about to open up the process where trust, honesty, effort, and performance become the mode of operation rather than power by position and connection. The atmosphere that one finds in an environment that supports innovation differs markedly from one that suppresses it. People enjoy being creative and involved and their accomplishments are in themselves rewarding. The outcome that is brought about as a result of coercion and from a sense of fear has little reinforcing value.

SITUATION

The college has established a comfortable way of operating. The faculty are nearly all at the top of the salary schedule. Students come from the same source each year, predominately the local high school's graduating classes. The offerings have remained basically the same for the past ten to fifteen years. Very few classes added and almost none dropped. Few conflicts exist possibly because no issue seems to concern the faculty, administration or the board to the extent that they are willing to fight. The innovative character of the institution has almost entirely disappeared.

DIAGNOSIS

The easy answer is burn-out but it might be well to look beneath the symptoms and try to discover some possible causes that would lend themselves to interventions that are within the realm of the staff developer. This type of stagnation which has befallen many community colleges is more then old age setting in. While it is natural for people who have performed the same tasks, taught the same classes in the same way, to begin to lose that missionary zeal that characterized the community college's operation during the early days of its development and rapid growth period of the 1960s, it does not have to be. The loss of innovative desire is caused and if the cause can be found, interventions can be prescribed to prevent, reverse, and revitalize.

PRESCRIPTION

This prescription is based on the assumption that the person at the top of the organization wants to change. If only lip service is being given or outright resistance to change is expressed by the top administrator and perhaps the board, the staff developer places him/herself in real jeopardy by attempting to bring about this change. We might call this activity the Introduction of Constructive Conflict.

Most management development programs include a segment on conflict resolution, but very few have suggested conflict introduction. The conflict issue must be real and sufficiently threatening to get the attention of the staff, yet of such a nature to allow for a solution that will raise the level of operation to a higher plane. An example might be to have the board propose a "pay for performance" policy either at the table, if the institution is under collective bargaining, or directly to the faculty if it is not in a bargaining situation. Either way the administration must be prepared to "negotiate" if innovative solutions are proposed. One of the "performance" criteria may in fact be evidence of "organizational innovativeness," i.e., the new ideas that will move the organization closer to meeting its goals. Numerous strategies are available to implement this process once administration is willing to take the risk and is committed to the concept of constructive conflict. The (NGP) nominal group process can be used to generate possible innovative solutions to problems. The NGP may take on a real free-wheeling atmosphere in uninhibited thinking to such an extent that it might carry over into considerations of searching for new clients, teaching in new formats, introducing new program and heaven forbid, dropping old ones.

INNOVATIVENESS IS A STATE OF MIND, NOT A FINANCIAL WINDFALL.

Reactions to this regular feature are invited by Dr. DUANE ANDERSON, Director of the Office of Community College Affairs, N491 Lindquist Center, University of Iowa, Iowa City, Iowa 52242.

Announcement

THE JOURNAL'S EDITORIAL OFFICE HAS MOVED

Please direct inquiries, correspondence, and manuscripts to:

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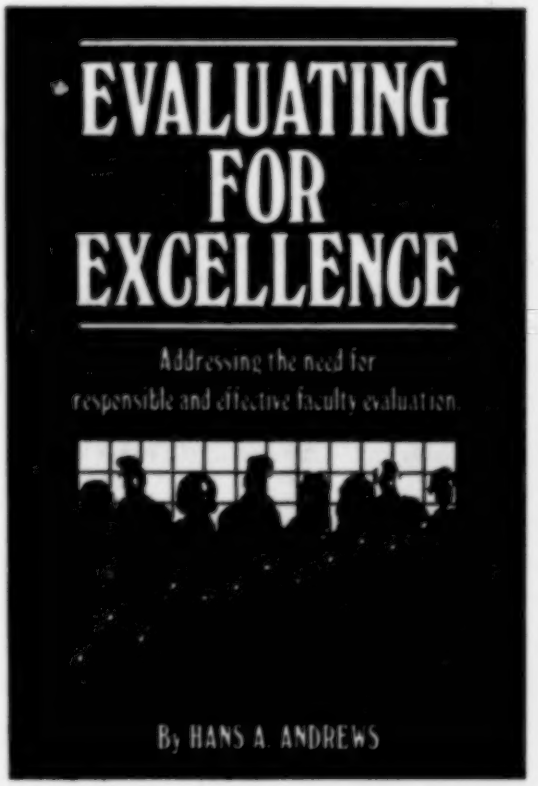
The JOURNAL OF STAFF PROGRAM & ORGANIZATION DEVELOPMENT

Need help with Faculty Evaluation?

A book that addresses directly the problem of responsible and effective faculty evaluation in America's schools and colleges.



THE AUTHOR . . .

"There are far too many incompetent faculty members existing in the American school system today," notes Dr. Hans Andrews, Dean of Instruction at Illinois Valley Community College. "Attempts to deal with how to either improve these faculty or to move to dismiss them are often not properly defined and/or followed through."

In this new book, Dr. Andrews challenges, and dismisses as ineffective, many of the attempts of faculty and administrative groups to accept student, peer, and self-evaluation as effective choices. He presents an administrative evaluation system that can identify incompetent teaching and outlines the steps that must be taken to remediate or to dismiss such faculty. This is an evaluation system that is backed by numerous court cases which support and stand as evidence that a strong and well-conceived administrative evaluation system can and should be used.

THE BOOK . . .

Andrew's book, while focusing on evaluation of faculty in the community college system, is applicable in both secondary and college/university settings as well. He points out that defining a board policy on evaluation is key to an administrative evaluation system. He states that "a strict seniority system that promotes or reduces faculty based strictly upon length of time in the institution without regard for qualifications and competency issues must not be tolerated by any board of trustees or administrator."

EVALUATING FOR EXCELLENCE offers both a theoretical and a very practical approach to faculty evaluation for the practitioner in the field. It should also prove to be an excellent resource for enlightening administrative personnel, boards of education, and boards of trustees concerning their proper role and responsibility in providing excellence in all classrooms.

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The *Journal of Staff, Program, and Organization Development* is published quarterly as a medium for the exchange of information both practical and theoretical regarding the planning, design, implementation, and evaluation of practices and programs related to the effective and efficient functioning of institutions of higher education and the individuals within those institutions.

To fulfill this purpose, the *Journal* seeks to publish both articles and descriptions of exemplary practices related to staff, faculty, management, program, and organizational development and evaluation. Although oriented primarily to the interests of the practitioner, the *Journal* invites theoretical "think pieces" as well as readable summaries of research that have practical implications for staff, program, or organizational development. The *Journal* is also interested in publishing information about resource development and personnel practices that facilitate and support staff, program, or organizational development.

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Manuscripts will be acknowledged upon receipt. Normally, following an initial review by the Editor, manuscripts will be sent to at least two members of the Editorial Board. Manuscripts which include statistical studies or research models receive additional review by a Research Editor.

At the present time, the *Journal* is not accepting book reviews, reviews of educational materials, interviews or dialogues, articles promoting a commercial service or product, descriptions of programs or projects not yet implemented, or articles extremely technical in nature.

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4. Double-space the entire manuscript including references, quotations, tables, and figures.
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Mail the return postcard, the original manuscript, two copies, cover sheet, abstract, tables, charts, and return envelope to:

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The JOURNAL of STAFF, PROGRAM, & ORGANIZATION DEVELOPMENT

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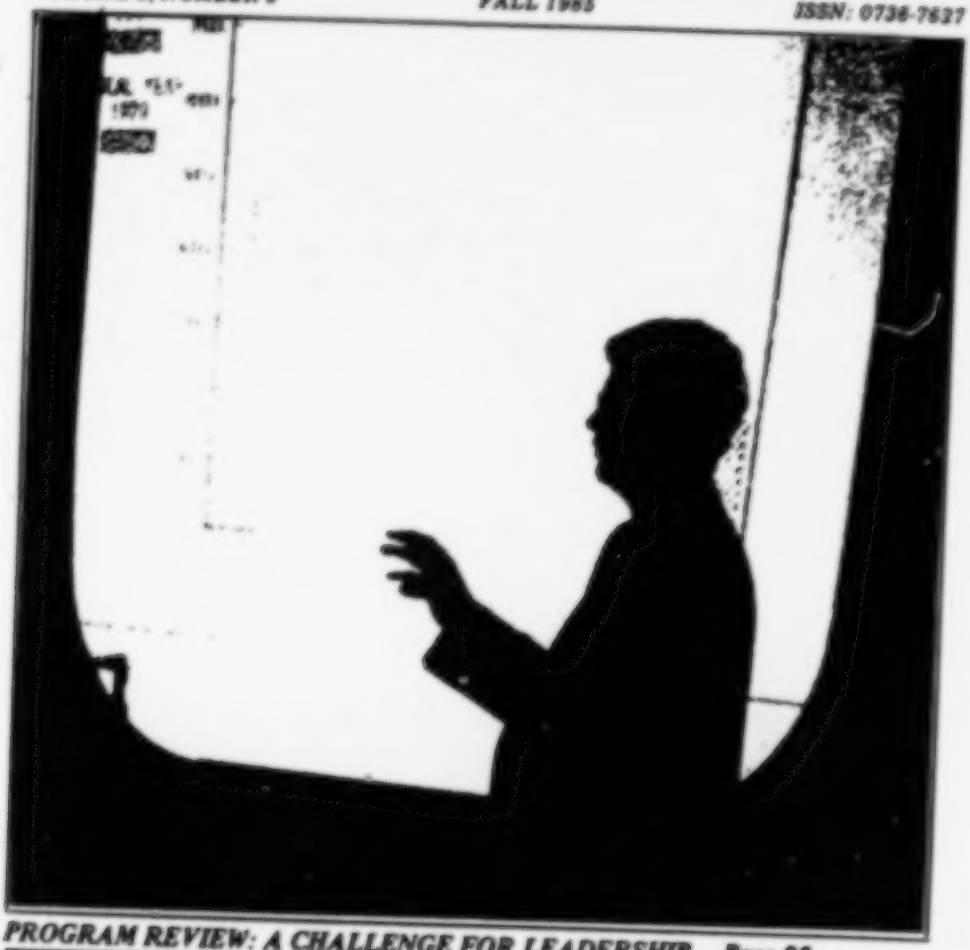

PROGRAM REVIEW: A CHALLENGE FOR LEADERSHIP – Page 80

The JOURNAL of STAFF, PROGRAM, & ORGANIZATION DEVELOPMENT

. . . a different view of higher education's most valuable resource.

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CONTENTS

Volume 3, Number 3 Fall 1985

Program Evaluation: An Immunization, Not a Disease 77
Program evaluation at Tri-County Technical College is the process of systematically and periodically looking at individual programs to determine the support they have been given by the college.

Program Review: A Challenge for Leadership 80
Not only must a program review process exist, but it must include all the key actors who are involved in any program.

Program Review: A Model Instrument and Process 81
When it came to examining the relevance of programs, the college administration was still relying on hints from the business community, hunches from outside the college, and a hope that the right things were being offered. A new process changed things.

A Comprehensive Approach to Program Assessment 85
This model allows an institution to use objective, quantifiable data in analyzing the cost per student and the demand for various offerings.

Inexpensive Yet Insightful: A Small College's Response 91
The program review procedure at Kankakee Community College is a financially manageable one which provides instructors with greater insights into all factors which may affect their programs.

Program Evaluation and Review 94
The experience of Sauk Valley College with program evaluation and review has been positive. The process has now been generally well accepted on campus and is a part of the annual work calendar.

A 3-Tiered Program Review System—Effective and Efficient 100
A yearly "snapshot" of 75 different programs, "focus studies" of identified areas of need, and cycled educational support area review, lead to the conclusion that program review has purpose.

Coordinating the Program Review Process 103
Program reviews involve tremendous complexity and demand special skills, training, knowledge, position, and personal qualities of the individual chosen to lead the process.

Evaluating Instructional Programs: A State-Level Perspective 106
High quality academic programs, once developed and implemented, can only be maintained through effective and ongoing evaluation.

Comment 76
Take Note 76
NCSPOD Survey Responds to AACJC Request 110
Prescriptions 111

Affiliate Organizations

The Journal of Staff, Program & Organization Development and the following Affiliate Organizations agree to support scholarly study, communication, and progress within the fields of staff, program, and organization development and to promote and further the fields as integral and necessary components of institutions of higher education.

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COMMENT

NCIA Issue

NCIA members sponsor program review and evaluation theme issue.

By GORDON WATTS

One of the advantages to organizations who affiliate with the *Journal* is that they may, if they so desire, assist me in planning theme issues. The first affiliate to do so is the National Council for Instructional Administrators (NCIA) who not only selected the theme of program review and evaluation, but whose members provided most of the articles.

Dan Moriarty, immediate past president of NCIA, introduces the theme on page 80 and the next six articles are authored by members of NCIA. I would like to express my appreciation to Dan for his leadership in putting this issue together. The topic is timely and of great importance to all of us who are searching for excellence in our programs.

Since there are a variety of methodological approaches to and theoretical bases for program evaluation, I would like to urge you, readers, to comment, raise concerns, or otherwise react to the approaches to evaluation described herein. I would hope that your reactions and expertise would contribute further to our understanding and practice of program review and evaluation.

The next issue of the *Journal*, co-edited by the National Council for Student Development, will focus on partnerships with our communities. The first issue of Volume 4, as in the past, will feature exemplary practices in professional development. Please forward your contributions to me at the address given on the inside front cover of this issue.

TAKE NOTE

Events for Staff Developers

EVENT	CONTACT FOR INFORMATION
Southern Regional Faculty & Instructional Development Consortium Conference Appalachian State University February 2-4	William C. Hubbard, Director Center for Instructional Development Appalachian State University Boone, NC 28608
Workshop for Women Community College Administrators Phoenix, AZ February 6-10	Mildred Bulpitt Institute for Leadership Development 135 North 2nd Ave. Phoenix, AZ 85003
Academic Chairpersons Conference Orlando, FL February 12-14	Academic Chairpersons Conference Division of Continuing Education, Registration Office Kansas State University 316 Umberger Hall Manhattan, KS 66506
Evaluating College Faculty Phoenix, AZ February 24-25	Bill Cashin Center for Faculty Evaluation and Development Kansas State University 1623 Anderson Ave. Manhattan, KS 66502
Improving College Teaching Phoenix, AZ February 26-27	
Annual Conference on Improving College & University Teaching & Administration Orlando, FL February 26-28	University of Florida Division of Continuing Education Department of Conferences 1938 West University Ave. Gainesville, FL 32603
Annual Meeting—American Association of Higher Education Washington, D.C. March 12-15	AAHE Suite 600 One Dupont Circle Washington, D.C. 20036
NCSPOD Midwest Skills Building Workshop Albion, MI March 16-19	Judy Hansen Crowder College Neosho, MO 64850
Evaluating College Faculty Milwaukee, WI March 24-25	Bill Cashin Center for Faculty Evaluation and Development Kansas State University 1623 Anderson Ave. Manhattan, KS 66502
Improving College Teaching Milwaukee, WI March 26-27	
National Conference on Teaching Excellence Austin, TX May 18-21	Suanne D. Roueche Director, NISOD EDB 348 University of Texas Austin, TX 78712

Program Evaluation: An Immunization, Not a Disease

Program evaluation at Tri-County Technical College is the process of systematically and periodically looking at individual programs to determine the support they have been given by the college. Based on descriptive and perceptual data, an internal task committee makes recommendations to various college units to strengthen the program's effectiveness.

By LINDA SHIRLEY

PROGRAM EVALUATION is defined as a "systematic, periodic, and comprehensive evaluation of existing academic, occupational/vocational programs in a college." Properly understood, program evaluation becomes an opportunity to initiate constructive change, not another burdensome responsibility. When it is properly implemented, it becomes a natural, ongoing extension of institutional self-consciousness. Management can encourage excellence by creating a climate for this self-examination and improvement. This itself will help promote the attainment of high standards. Indeed, the true significance of an assessment process lies not in the facts that it uncovers but in the questions that it raises and in the resulting dialogue that it promotes. On many campuses, initiating such a dialogue will in itself be a major step toward excellence.

Dr. Jack L. Hunter, dean of instruction at Tri-County Technical College in Pendleton, South Carolina, set as a goal of his administration the implementation of an evaluation process for all curriculum programs. At his request, Dr. Mary Ellen Duncan, now dean of development at Tri-County Technical College, developed a master plan entitled *Program Evaluation: A Model For ACCTion Colleges.* This plan was implemented in the fall of 1983 with eight technical programs offered at Tri-County Technical College designated for evaluation. A program evaluator was hired to conduct the evaluation process. Within a planned three-year cycle, all programs at the college will be evaluated.

One of the first obstacles that faced the program evaluator was the hesitancy of a few faculty members to give the program evaluation process their full support. Fear of the unknown and dread of more paperwork were common reactions. It was at this point that the interpersonal skills of the evaluator played a major role in getting support for the process. The evaluator stressed the importance of this process toward increasing the college's understanding of the value of that particular program. A supportive attitude and a display of genuine concern for producing accurate, meaningful

and precise data by the evaluator, convinced the department heads that this endeavor would be worthwhile.

At the beginning of each year an orientation is held to acquaint division chairmen, department heads, and faculty members with program evaluation. The program evaluator explains that the major focus of the program evaluation process is to determine how the college is supporting and has supported in the last three years each college curriculum. Using transparencies in the presentation, the program evaluator describes the process. The presentation answers the following questions:

Who is responsible for data collection?
What kinds of information will be collected?
What kinds of information will be collected?
Where will the program evaluation report go when it is completed?
When will my program begin the process?
Why is the evaluation taking place?
How much involvement will I be asked to give?

After the initial orientation session, the program evaluator sets up a meeting with each department head to answer individual questions, make specific assignments, and formulate a schedule for completion of the process. Periodic meetings with the program evaluator and the department head are held to discuss progress and findings of the report.

COMPONENTS OF THE PROGRAM EVALUATION PROCESS

The four major components of the program evaluation process include:

(1) **Descriptive Data:** This is the objective information collected on all programs. Data included are program competencies, community population, student enrollment data, faculty teaching load data, utilization of floor space, equipment inventory, involvement of advisory committee, and program cost analysis.

(2) **Program Effectiveness:** This section of subjective information is acquired by use of surveys. Various survey instruments are used to gain perceptions about a specific program from the currently enrolled students, graduates of the program, faculty who teach related courses, college administrators and support personnel, employers of graduates and advisory committee members. Responses to the various surveys are tallied and a mean score is reported for each item on each survey. All comments, recommendations, and advice are recorded in the report.

(3) **Summary Questions/Answers:** This section is the tool used by the Internal Task Committee.* After carefully studying the completed report, the individual members answer the following questions and make recommendations in a written reply.

Does this program respond to employment needs and projections?
Is there enough student demand for this program?
Does this program have clearly defined, up-to-date, and relevent program objectives?
Do the objectives support the mission/goals of the college?
Are enough students enrolled to support the program?
Are reasonable numbers of students placed in jobs or continuing their education?
Do students' "reasons for leaving" indicate any concerns?
To what extent does this program support other programs?
Is the faculty/student ratio reasonable?
Are the program costs reasonable?
Is the advisory committee effective?
Are the materials and equipment up-to-date?
What are the strengths and weaknesses of the program?

(4) **Formal Recommendations:** The summary questions, answers, and recommendations are compiled into a single document and distributed to the Task Committee members. The Task Committee reviews the document and meets as a group to decide by consensus which recommendations should be made and to whom the recommendations should be directed.

The program evaluator distributes the recommendations to the proper college unit. A spreadsheet is used to track the progress of each recommendation. It is updated periodically as action is taken.

COMMENTS ABOUT THE PROCESS

The third year of program evaluation is being concluded. A total of twenty curriculum programs, college transfer, and comprehensive studies have completed the process. It has been a time of "learning by doing" for everyone involved, and much progress has been made since the early beginnings.

Department heads completing the process are asked to evaluate the process. A sampling of comments includes:

*Dean of instruction, division chairman, department head, institutional development representative, student services representative, and a member from the advisory committee.

The most helpful part of the program evaluation process was . . .

"Meeting and discussing the program with my Task Committee members."

"It made me focus on certain aspects of the program that I had not been aware of before."

"A good overview of the whole operation, pointing out the weaknesses and strengths in our program."

"The valuable feedback from graduates and employers."

"Being able to get certain departmental concerns before the proper people. I believe they will give more attention to these concerns coming from the Task Committee on program evaluation."

"Having all of this information about my program in a single document."

I will be able to use the information gathered to . . .

"Maintain credibility of the program."

"Make departmental improvements."

"Help justify personnel, equipment, training needs."

"Better plan the instructional needs for the future."

"Help in the re-accreditation process of my department."

Additional Comments:

"A very rewarding professional experience."

"I fully appreciate the evaluation. It is a valuable aid to improvement."

"I felt very comfortable with the process. The information will help me plan more objectively."

CONCLUSION

Program evaluation can work for your college, too. The process seems long and has some frustrations, but always keep in mind that program evaluation is not a "dreaded disease" but an immunization.

For a copy of the guide *Program Evaluation: A Model for ACCTion Colleges*, please write to Dr. Betty Watkins, ACRC, P.O. Box 587, Pendleton, SC 29670.

REFERENCES

Duncan, M. E., & Shirley, L. J. (1983). *Program Evaluation: A Model for ACCTion Colleges*, Revised Edition.

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AVAILABLE FOR CONSULTATION

HANS A. ANDREWS

AUTHOR OF *EVALUATING FOR EXCELLENCE*

Dr. Hans Andrews, author of the recently published book *Evaluating for Excellence*, is available for consultation with community college administrative groups interested in starting a faculty evaluation system by administrators. He can be reached at the following address:

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Dr. Andrews can assist in the area of board policies for evaluation, developing appropriate evaluation tools, getting an "administrative evaluation team" started, coaching faculty into improvement, merit recognition, and termination procedures for both non-tenured and tenured faculty who fail to improve. Dr. Andrews has made presentations both nationally and throughout the mid-west on this most sensitive and important topic.

Program Review: A Challenge for Leadership

Not only must a program review process exist, but it must include all the key actors who are involved in any program. Faculty and staff must enter the process with the knowledge that program review is not only beneficial but necessary.

By DANIEL F. MORIARTY

PROMINENT ON LISTS of best sellers for the past several years, both on and off campus, are books normally associated with the science of organizational behavior. The popularity of Peters' and Waterman's *In Search of Excellence* and Peters' recent *A Passion for Excellence* typify the current fascination with organizational life. Underlying this fascination seems to be a widely shared concern for individual achievement and organizational excellence, all leading to and contributing to a sense of personal pride in being associated with the "best."

In educational settings, academic administrators as organization leaders can see themselves and be seen as critical change agents in bringing about the kind of changes that lead to individual and organizational renewal and to a sense of identifying with the best.

Leadership opportunities for academic administrators are many, and they are in areas of great significance for institutional vitality. Program review, the theme of this issue of the *Journal of SPOD*, is one such critical area. If quality and excellence are to be more than exhilarating rhetoric, then academic administrators need to be leading the effort to examine programs critically. To reach for excellence means program and curriculum integrity, if it means anything. Educators cannot vouch for the quality of their programs unless they speak from the knowledge of thorough and systematic program review.

Program review has much to do also with program relevance and the wise use of limited resources. How many programs can community colleges support or do they wish to support when equipment needs cannot adequately be met, when research indicates little or no current job opportunities, or when facilities have proven grossly inadequate? Mediocrity cannot be nourished. Programs need to change, to be transformed, to be added, and even to be eliminated.

It is obvious, then, why program review poses a critical challenge to academic administrators or, better, to academic leaders. The initiative for change must come from our academic leaders. Not only must a program review process exist but it must include all the key actors who are involved in any program. Faculty and staff must enter the process with the knowledge that program review is not only beneficial but necessary.

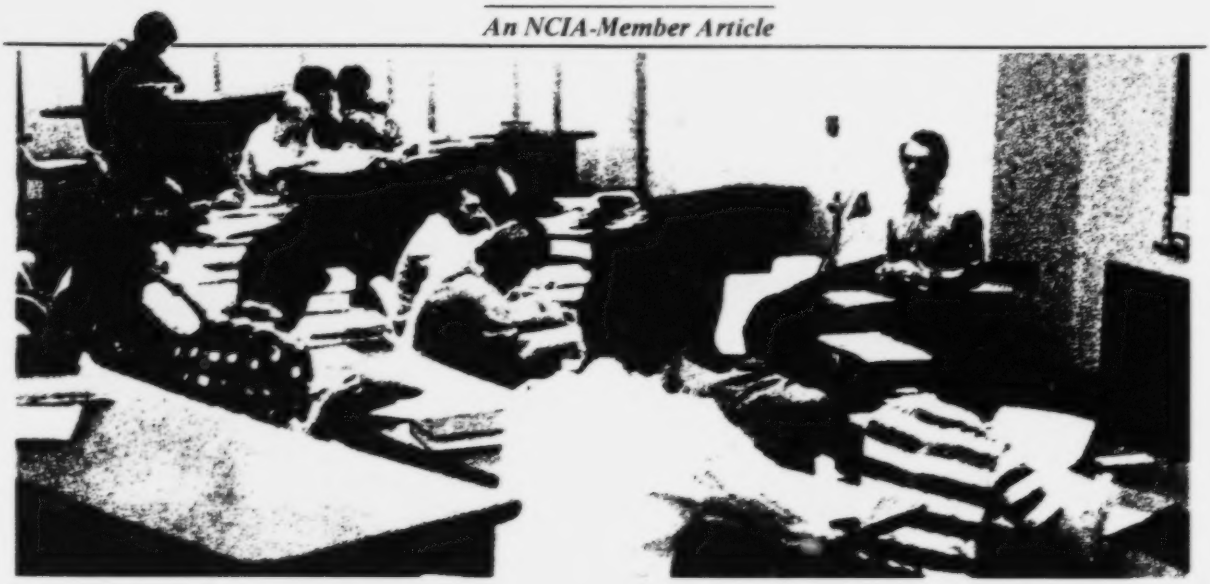
No easy task. Of course, it can be made a lot easier if the assurance is given up front that absolutely nothing will result from program review. The task will be significantly more formidable if it is suggested that the process will result in decisions that are concrete and specific and which are directly linked to the program in question.

This is a challenge for academic leadership. In the end it is much better, despite the cost, that the initiative for program change come from within. The alternative is that change will finally be dictated by external market conditions and the absence of enrollment with all the deleterious effects that come from unanticipated natural disasters.

In the literature on organizational excellence, the importance of leadership is paramount. In the cases documented by Peters and by Warren Bennis in his book, *Leaders*, organizational achievement and vitality were traced to the ability of an individual to so influence and motivate the people around him or her that goals were set, results were achieved, and people were empowered to seek out and experience the best.

Administrators can make a difference, and the difference they make is vital to the health of the organization!

DANIEL F. MORIARTY is immediate past president of the National Council of Instructional Administrators and president of Trident Community College.



Program Review: A Model Instrument and Process

*"When it came to examining the relevance of our programs, we were still relying on the three Hs—*hints *we had picked up from the business community,* hunches *faculty had developed from contacts outside the college, and a* hope *that we were still offering the right things."*

By RAYMOND GARRITY and GEORGE FINDLEN

DELGADO COMMUNITY COLLEGE is a medium to large, two-campus institution serving the greater New Orleans area of southeastern Louisiana. While it offers a number of college-parallel programs, Delgado—like many other two-year institutions throughout the country also has a long-standing commitment to provide programs which meet the demand of business and industry for a continuing supply of well-trained workers.

This task would be relatively easy if the technology upon which the business world depends remained constant. In fact, however, the technology changes at a sometimes alarming rate, and as a result, a program which today is doing a fine job of meeting industry's needs may in a very short time become hopelessly outdated. If a college is to avoid this obsolescence, it must adopt procedures which will enable it to review its programs on a regular basis.

In the fall of 1981, Delgado found itself in the position of trying to provide programs to serve a rapidly changing business community while having no formal procedure for reviewing its offerings to be certain they were consistent with this community's needs. To put it another way, while our offerings had expanded far beyond the traditional three R's, when it came to examining the relevance of our programs we were still relying on the three H's—*hints* we had picked up from the business community, *hunches* faculty had developed from contacts outside the college, and a *hope* that we were still offering the right things.

As a result, a curriculum review component was added to a Title III grant proposal then being developed. When this proposal was funded in the fall of 1982, we were able to hire an instructional design specialist and assign him the task of devel-

oping an instrument and a process to be used in conducting periodic reviews of our academic programs.

THE INSTRUMENT

The first task to be undertaken was the development of a questionnaire for gathering information about the program to be reviewed. A number of existing instruments were examined in an effort to determine whether it would be possible to adapt these to our needs or if it would be necessary to develop an entirely new questionnaire for our program review process. The documents given closest scrutiny were those used by the Louisiana Board of Regents (a coordinating, rather than a governing body) in its reviews of programs throughout the state, and by the Southern Association of Colleges and Schools (SACS) for departmental reviews.

Unfortunately, we found that since both of these agencies are concerned with all levels of post-secondary education from the one-year certificate through graduate and professional programs, their review instruments contained many questions which were either not appropriate for a community college or were of such limited applicability as to make them of little value.

As an example, one instrument contained questions on research facilities and use of teaching assistants. Since Delgado is not a research institution and—except for very limited use of peer tutors—does not employ teaching assistants, such questions were of no relevance to us. At the same time we felt that much information which would be important to us as a community college with a strong occupational education component had been omitted. We knew, for example, that placement and performance of our graduates and program costs were topics about which information was needed. Neither of these concerns, however, was addressed in the Regents' or SACS's instruments.

As a result of our review of available instruments, we came to the conclusion that while it might be possible to use some of the material contained in these documents, we would have to develop a new instrument in order to address our specific needs more effectively. With the start of the spring semester of 1983, therefore, we began work on the development of a program review questionnaire.

Since administrators at the system, campus, and divisional levels were the people who would make the program review process work and who ultimately would use information obtained in the reviews, it was important that they have input into the development of the information-gathering instrument. As a result, interviews were scheduled with the vice-president for academic affairs, the associate dean for instruction of each of Delgado's campuses, and the chairman of each academic division. During these interviews administrators were asked two questions, i.e., "If you could create your own program review document, what would you want it to tell you?" and "What do you fear about program review?"

The first question was aimed at finding out what the instrument had to uncover; if it did not address the needs of administrators, the instrument would either not be used or would not receive the support it needed in order to work. The second question was intended to uncover the concerns administrators and their faculty had about how the program review data would be used. We felt that if we were able to address these concerns in the initial stages of the project, we would be able to reduce faculty resistance and thus stand a better chance of obtaining their cooperation.

In the course of each interview, after the administrator had been given the opportunity to express his or her opinion, ideas and sample questions which had been gleaned from available instruments and from interviews with other administrators were discussed, and the interviewee was asked how well these items addressed his or her concerns. In this way we were able to identify which ideas were most acceptable, to build consensus, and to prepare administrators for the draft they would be asked to approve at a later date.

It should be noted that while faculty did not participate directly in the interview process, they did have the opportunity to voice their opinion through their divisional chairmen. These individuals were asked to discuss the program review project with their faculty and to communicate faculty views to the project staff. Thus, the emerging questionnaire was a blending of the opinions of all who would be involved in the program review project.

The result of the review of existing instruments and of the lengthy interview process was an instrument consisting of eight sections, each of which investigates a different aspect of the program being reviewed. These sections—and the types of questions posed in each—are:

1. Relevance and Fit—how well does the program relate to both the college's mission and the student's future?
2. Curriculum—are the overall curriculum, individual courses within the curriculum, and instructional materials up to date?
3. Market and Student Demand—what changes are occurring in enrollment and in market demand

for the skills/knowledge imparted by the program?

4. Faculty Quality—what qualifications do faculty possess and what measures do they take to keep abreast of new developments in their fields?
5. Satisfaction and Performance of Graduates—what do graduates and the employers of these graduates see as the strengths and weaknesses of the program?
6. Facilities and Equipment—are facilities and equipment for the program adequate and up to date?
7. Expenses/Income—what is the relationship of program costs to income generated by the program?
8. Indirect Benefits—in what additional ways does (or should) the program benefit the college (prestige, generating community support, etc.)?

To assist the committee in completing Section 5 of the instrument, supplemental questionnaires asking for information about program strengths and weaknesses, overall satisfaction, and the on-the-job performance of graduates are included. These are designed to be completed by samples of alumni and employers of program graduates. In addition, instructions for completing the questionnaire call for course syllabi, faculty resumes, program competencies, and a list of similar programs in Louisiana and nearby states to be attached in the appendix. Finally, to aid administrators in their use of the review, a summary sheet (page summarizing findings) and a highlights sheet (page listing names of faculty, five-year enrollment, and financial histories) are added by the project staff.

Although the instrument developed through this process is different from that used by the Board of Regents and SACS, it does contain all elements of both which are applicable to the community college. Thus, Delgado's program review questionnaire is compatible with instruments used by these agencies and—when the need arises—little or no additional effort is required to complete a Regents or SACS review of a program.

THE PROCESS

While the questionnaire was being developed, attention was also being given to the development of a *process* for carrying out program reviews. Again, input was sought from the vice-president for academic affairs, campus deans of instruction, divisional chairmen, and faculty. The review process—like the instrument—underwent a number of changes before it reached its final form. The result, however, was a process with which both faculty and administration were satisfied.

The first step in the program review process is the initiation of the review. This begins when the director of curriculum development, who is a part of the office of the vice-president for academic affairs, notifies the campus deans of instruction that a given program is to be reviewed. The deans, in turn, notify the appropriate divisional chairmen and discuss the timetable for the review and the appointment of the review committee with these individuals. The divisional chairmen then meet with the instructional design specialist—who is also attached to the vice-president's office—to finalize plans for the review and to recommend three to five faculty members representing both campuses for the review committee. It is this committee which, working with the instructional design specialist, will have the responsibility for completing the questionnaire.

It should be noted that if a program is offered on only one campus, committee members are drawn only from the faculty of that campus. Similarly in the case of small programs, it may be necessary to choose fewer than three members for the review committee.

Conducting the review is a relatively straightforward, though time-consuming, process. Working under the direction of the instructional design specialist, the committee normally spends five to seven weeks completing the questionnaire. This process includes sending appropriate survey instruments to a sample of graduates and to a sample of employers of these graduates. When responses are received, the committee incorporates these responses into the review.

After the questionnaire has been completed and responses from alumni and employers have been incorporated, the completed review is forwarded to the deans of instruction for their consideration. The deans may accept the review as it stands, add comments, or request that the committee supply additional information or clarification. The deans then forward the review to the vice-president who—along with his staff—studies it to determine what action should be taken.

The final step in the development of the process was the establishment of a program review schedule. This schedule ensures that each program will be reviewed on a rotational basis (currently every five years) and that not more than one program from a division will be reviewed during a given semester. This precaution was taken to avoid placing undue demands upon the faculty and clerical staff of any one academic unit.

THE PROBLEMS

The instrument and process described above were pilot tested on three programs during the summer of 1983. As a result of these pilot tests, modifications were made and the revised instrument and review process were implemented beginning with the fall semester, 1983. Since that time, twelve programs have been reviewed; and while the process has worked quite well, certain problems have arisen.

The first problem which had to be faced was that of faculty resistance. While our interview question about fears did help us to reduce anxiety, some faculty still expressed concern that program review was intended to provide an excuse for eliminating entire programs, or at the very least, for eliminating jobs. Although assurances that this was not the intent were given by everyone from the president to divisional chairmen, a number of faculty members remained unconvinced. As a result, it was decided that the only way we could overcome this resistance was by paying particular attention to recommendations arising out of the program review process and either implementing the recommendations or at least providing an explanation as to why they cannot be implemented.

Example of changes stemming from the review process are:

- The English as a Second Language was staffed entirely by part-time instructors. As a result of recommendations arising out of program review, there is now one full-time instructor teaching in the program, and plans have been made to add additional full-time instructors during the 1985-86 year.
- The review of the drafting program indicated that it was not meeting the needs of industry in that CAD (Computer-Assisted Design) was not included in the curriculum. CAD equipment has since been purchased and will become a required part of the drafting program in the fall of 1985.
- Curricular changes recommended for the office careers program have been approved by the curricular committee and are now being implemented.

While in some cases it has been necessary to tell faculty that implementation of certain recommendations is not feasible, overall positive results have gone far toward alleviating faculty concerns and promoting cooperation.

A similar problem arises because of the feeling among some faculty that program review was another example of administration-imposed "busy work" which at best would be read and then promptly forgotten by decision makers. Again, the emphasis we have placed on responding to every recommendation has done much to overcome this attitude.

A third problem came about because of the limited amount of time that committee members were able to devote to program review. With teaching, maintaining office hours, serving on college committees, and carrying out other assigned duties, faculty were hard put to find the time to ferret out the information called for in the questionnaire. As a result the instructional design specialist has taken on many of these tasks and, if needed, even serves as a scribe to assist committee members in completing the review on schedule. A number of alternatives including released time for one or more committee members are being explored so that dependence on the instructional design specialist can be reduced.

In conclusion, it should be emphasized that the above program review instrument and process were developed in response to the specific needs of a specific college. With some modifications, however, they could easily be adapted to the needs of other institutions and would, if the experience of Delgado Community College is any indication, go far in helping them to maintain programs which are fulfilling the expectations of students, meeting the needs of business and industry, and providing a sound return for the investment of the institution's educational dollar.

Note: While the instrument described above is too lengthy for inclusion in this article, copies are available from the authors.

RAYMOND GARRITY is Director of Curriculum Development and GEORGE FINDLEN is Instructional Design Specialist at Delgado Community College, New Orleans, Louisiana.

An NCIA-Member Article

A Comprehensive Approach to Program Assessment In Community Colleges

This model, as developed and utilized at Olympic College, allows an institution to use objective, quantifiable data in analyzing the cost per student and the demand for its various offerings.

By ROBERT EVANS and HENRY MILANDER

IN ORDER TO REMAIN RESPONSIVE to students and the community, it is important for community colleges to continually assess the demand for and the cost of their educational offerings. Olympic College developed a model for program assessment based upon quantifiable data to analyze the role of enrollments, employment outlook, comprehensiveness, supportiveness, and cost per full-time equivalent student upon the demand for and cost of various instructional disciplines.

Since quality is a more subjective measure, it was not selected as a factor to be analyzed. Its importance, however, needs to be recognized. The precursor to the model developed by Olympic College was a system designed to evaluate vocational programs in the state of Washington.

Currently, there are 47 approved instructional disciplines at Olympic College. The initial step in any comprehensive assessment program is the determination of the cost associated with each discipline. Fiscal year expenditures for direct instructional costs were posted to the appropriate disciplines. These discipline costs included salaries and benefits for full- and part-time faculty, classified, and hourly support staff, supplies, travel, and equipment.

Expenditures for administrative, classified, and hourly staff not involved in the direct support of a discipline were not distributed to the various disciplines. Distributions of these personnel costs would affect all disciplines proportionately and, therefore, would not function as a discriminatory factor in determining instructional discipline costs. Classified and hourly staff expenditures that directly supported a discipline (for example, the tool room attendant for the automotive technology program) were charged to that discipline.

After determining the direct instructional cost of operating each discipline, the demand factor (determined value) of each discipline was calculated. The demand for each discipline was based upon a numerical analysis resulting in a single number which expressed the need for that instructional discipline relative to all other disciplines.

It was determined that there were four significant factors which expressed the demand for a discipline: (1) current enrollments, (2) employment opportunities, (3) the contribution of the discipline to the comprehensiveness of the college, and (4) the role of the discipline in supporting associate degrees and certificates in other instructional discipline areas.

Each factor was considered to be of equal importance and given a relative weight, or demand factor, of 0.25. The maximum demand factor possible for a discipline was, therefore, 1.00 (0.25 enrollment + 0.25 employment opportunity + 0.25 comprehensiveness + .25 supporting factor = 1.00). It should be noted that different relative weights can be assigned to each factor as long as the sum of the relative weights equals 1.00. After assigning relative weights to each factor, it was then necessary to calculate the actual or determined value for each instructional discipline for each of the four factors.

Enrollments are directly related to demand and are of equal importance or maximum value to all instructional disciplines. The determined value assigned to each discipline for enrollments was calculated by ascertaining the number of full-time equivalent students enrolled in each discipline.

The instructional discipline with the highest FTES was given the maximum (0.25) determined value for enrollments.

The following example shows the method utilized to calculate determined value:

DISCIPLINE	FTES	DETERMINED VALUE
1	400	.250
2	200	.125
3	100	.063

DISCIPLINE 1	DISCIPLINE 2	DISCIPLINE 3
.250 is the maximum value	$\frac{.25}{400} = \frac{x}{200}$	$\frac{.25}{400} = \frac{x}{100}$
	$400x = 50$	$400x = 25$
	$x = .125$	$x = .063$

The determined values of all remaining disciplines were then rank-ordered as a function of the discipline with the highest determined value.

Future employment opportunities are important to students enrolled in both academic and career/occupational programs. Students frequently enroll at community colleges in order to improve their employment marketability and to change their career focus. There is, thus, a relationship between employment outlook and the demand for specific educational offerings. In an ideal situation, each student completing a certificate or degree program would have a job available.

Employment projections by standardized occupational titles are developed and available from appropriate state agencies. In the state of Washington, the Department of Employment Security develops and makes available both county and statewide projections. The occupational titles and projected employment figures were equated to the nearest instructional discipline offered at the college. When more than one discipline was assigned to an occupational title, the number of available jobs was equally divided among the instructional disciplines. The employment projections for all occupational titles assigned to a discipline were then totaled. The discipline with the greatest number of projected job opportunities was assigned the maximum value (0.25) as its determined value and the remaining disciplines rank-ordered utilizing the same method as was used to rank-order discipline enrollments.

A comprehensive community college consists of a mixture of career/occupational, transfer, developmental, and community service offerings. Since Olympic College is a comprehensive community college, it was felt that all disciplines contributed equally to its comprehensiveness and, therefore, were of equal importance (maximum value) to the college district and to the students and community served. The number of courses taught within an instructional discipline was utilized to determine the extent to which the discipline contributed to the comprehensiveness of

CHART 1

Enrollment Demand

Discipline	Annualized FTES[1]	Determined Value
Business and Economics	349.98	.2500
Trade and Industry, Apprentice	288.52	.2061
Mathematics	275.78	.1970
English	247.57	.1768
Data Processing	128.13	.0915
Trades and Industry, Afterhours	123.08	.0879
Adult Education	116.53	.0832
Psychology	113.64	.0812
Electronics	106.43	.0760
Health Occupations	98.29	.0702
Physical Education	96.65	.0690
History	80.65	.0576
Biology	71.38	.0510
Chemistry	69.95	.0500
Automotive Technology	67.06	.0479
Engineering	57.70	.0412
Art	49.30	.0352
Parent Education	45.11	.0322
Speech	44.99	.0321
Sociology	42.62	.0304
Administration of Justice	40.58	.0290
Music	40.25	.0288
Humanities	38.98	.0278
Welding	38.69	.0276
Interdisciplinary Studies	38.57	.0276
Philosophy	37.11	.0265
Foreign Languages	32.30	.0231
Photography	26.31	.0188
Geology	24.77	.0177
Physics	24.54	.0175
Food Service	20.73	.0148
Political Science	19.44	.0139
Machine Technology	19.33	.0138
Fashion Merchandising	14.56	.0104
Journalism	13.35	.0095
Residential Construction	13.33	.0095
Anthropology	13.22	.0094
Geography	12.60	.0090
Home Economics	12.11	.0087
Physical Science	11.91	.0085
Real Estate	11.60	.0083
Trades and Industry, Campus	11.11	.0079
Early Childhood Education	7.16	.0051
Drama	6.45	.0046
Education	5.89	.0042
Astronomy	5.56	.0040
Meteorology	1.22	.0009

[1] Full-time equivalent students

the college. The discipline in which the greatest number of courses were taught was assigned the maximum value (0.25) as its determined value and all other disciplines rank-ordered as was done previously.

Transfer and career/occupational disciplines both support other instructional disciplines and programs. For example, English coursework is required for the awarding of all associate degrees and, thus, supports all transfer and career/occupational programs. Welding is required for the

CHART 2

Employment Outlook

Discipline	Number of Job Projections	Determined Value
Trades and Industry, Campus	0[1]	.2500
Trades and Industry, Apprentice	0[1]	.2500
Trades and Industry, Afterhours	0[1]	.2500
Business and Economics	18,972	.2500
Adult Education	14,501	.1911
Food Service	8,524	.1123
Health Occupations	3,730	.0492
Fashion Merchandising	2,368	.0312
Engineering	1,874	.0247
Residential Construction	1,851	.0244
Automotive Technology	1,462	.0193
Biology	1,270	.0167
Administration of Justice	946	.0125
Data Processing	902	.0119
Machine Technology	870	.0115
Chemistry	629	.0083
Welding	609	.0080
Sociology	544	.0072
Electronics	434	.0057
Physical Education	399	.0053
Psychology	310	.0041
Home Economics	268	.0035
Education	252	.0033
Early Childhood Education	253	.0033
Real Estate	242	.0032
English	190	.0025
Photography	161	.0021
Art	149	.0020
Journalism	146	.0019
Political Science	57	.0008
Drama	53	.0007
Music	47	.0006
Physics	38	.0005
Speech	25	.0003
Geology	22	.0003
Geography	26	.0003
Mathematics	18	.0002
Meteorology	2	.0000
History	0	.0000
Parent Education	0	.0000
Humanities	0	.0000
Interdisciplinary Studies	0	.0000
Philosophy	0	.0000
Foreign Languages	0	.0000
Anthropology	0	.0000
Physical Science	0	.0000
Astronomy	0	.0000

[1] All students are currently employed.

CHART 3

Comprehensiveness

Discipline	Number of Courses	Determined Value
Music	78	.2500
Physical Education	60	.1923
Business and Economics	48	.1538
Trades and Industry, Afterhours	40	.1282
Health Occupations	38	.1218
Art	30	.0962
Engineering	28	.0897
Biology	27	.0865
Electronics	24	.0769
English	23	.0737
Mathematics	20	.0641
Welding	16	.0513
Data Processing	15	.0481
Chemistry	15	.0481
Psychology	14	.0449
Adult Education	14	.0449
Administration of Justice	14	.0449
Journalism	13	.0417
Parent Education	12	.0385
History	12	.0385
Early Childhood Education	12	.0385
Drama	12	.0385
Speech	11	.0353
Foreign Languages	10	.0321
Physics	9	.0288
Home Economics	9	.0288
Automotive Technology	9	.0288
Humanities	8	.0256
Fashion Merchandising	8	.0256
Trades and Industry, Campus	7	.0224
Real Estate	7	.0224
Food Service	7	.0224
Machine Technology	6	.0192
Interdisciplinary Studies	6	.0192
Geography	6	.0192
Photography	5	.0160
Sociology	4	.0128
Political Science	4	.0128
Geology	4	.0128
Residential Construction	3	.0096
Physical Science	3	.0096
Philosophy	3	.0096
Anthropology	3	.0096
Education	2	.0064
Trades and Industry, Apprentice	1	.0032
Meteorology	1	.0032
Astronomy	1	.0032

awarding of an associate in technical arts degree in automotive technology and, thus, is a supporting discipline for that program. The list of approved instructional disciplines was compared with the required courses listed in the catalog for all certificate and degree programs. Each time a discipline was listed as required for a certificate or degree, the number of credits was noted. The credits were then totaled by instructional discipline and the discipline with the largest number of credits was given a determined value equal to the maximum value (0.25). All remaining disciplines were then rank-ordered as a function of the discipline with the highest determined value.

After calculation of a determined value for each discipline by enrollment demand, employment outlook, comprehensiveness, and support discipline, the total determined value for each instructional discipline was calculated by adding the components. For example, the instructional discipline of business received a determined value of .7534 (0.25 enrollment demand + 0.25 employment outlook + .1538 comprehensiveness + .0996 supporting discipline).

In addition to a final rank-ordering of all disciplines by their total determined value, the cost per full-time equivalent student, the number of full-time equivalent students, and the number of full-time equivalent faculty were charted.

In order to complete the analysis, the cost per full-time equivalent student and the demand (as shown by the total determined value) was graphed for each instructional discipline. In addition, the mean, median, and standard deviation were calculated for the cost per full-time equivalent student and for the total demand level for each discipline. Disciplines with high demand are located at the top of the graph and those with low demand at the bottom. The cost per full-time equivalent student is shown by the bar graph opposite each discipline. The relative demand and cost of each discipline is, thus, readily apparent.

This model, as developed and utilized at Olympic College, allows an institution to use objective, quantifiable data in analyzing the cost per student and the demand for its various offerings. By removing subjective judgments from the analysis, fear levels are decreased and individual staff members are more willing to accept the results. After such an analysis, the college is in a much better position to determine which programs may need to be limited and which programs may need additional resources. A comprehensive approach to instructional program assessment can assure cost efficiency and cost effectiveness at your comprehensive community college.

CHART 4

Supporting Disciplines

Discipline	Credits	Determined Value
English	580	.2500
Mathematics	340	.1466
Chemistry	269	.1159
Business and Economics	231	.0996
Physical Education	222	.0957
Psychology	163	.0703
Biology	157	.0677
Speech	129	.0556
Physics	126	.0543
Philosophy	120	.0517
Sociology	107	.0461
Political Science	60	.0259
Interdisciplinary Studies	53	.0228
Data Processing	43	.0185
Foreign Languages	35	.0151
Music	34	.0147
History	30	.0129
Geology	30	.0129
Home Economics	28	.0121
Art	28	.0121
Humanities	20	.0086
Engineering	12	.0052
Journalism	10	.0043
Geography	10	.0043
Education	10	.0043
Anthropology	10	.0043
Welding	9	.0039
Photography	8	.0034
Drama	6	.0026
Administration of Justice	6	.0026
Adult Education	0	.0000
Astronomy	0	.0000
Automotive Technology	0	.0000
Early Childhood Education	0	.0000
Electronics	0	.0000
Fashion Merchandising	0	.0000
Food Service	0	.0000
Health Occupations	0	.0000
Machine Technology	0	.0000
Meteorology	0	.0000
Parent Education	0	.0000
Physical Science	0	.0000
Real Estate	0	.0000
Residential Construction	0	.0000
Trades and Industry, Afterhours	0	.0000
Trades and Industry, Apprentice	0	.0000
Trades and Industry, Campus	0	.0000

[1] Chrismer, J. M., *Washington Community College Evaluation Manual*, South Seattle Community College, Seattle, Washington, 1981.

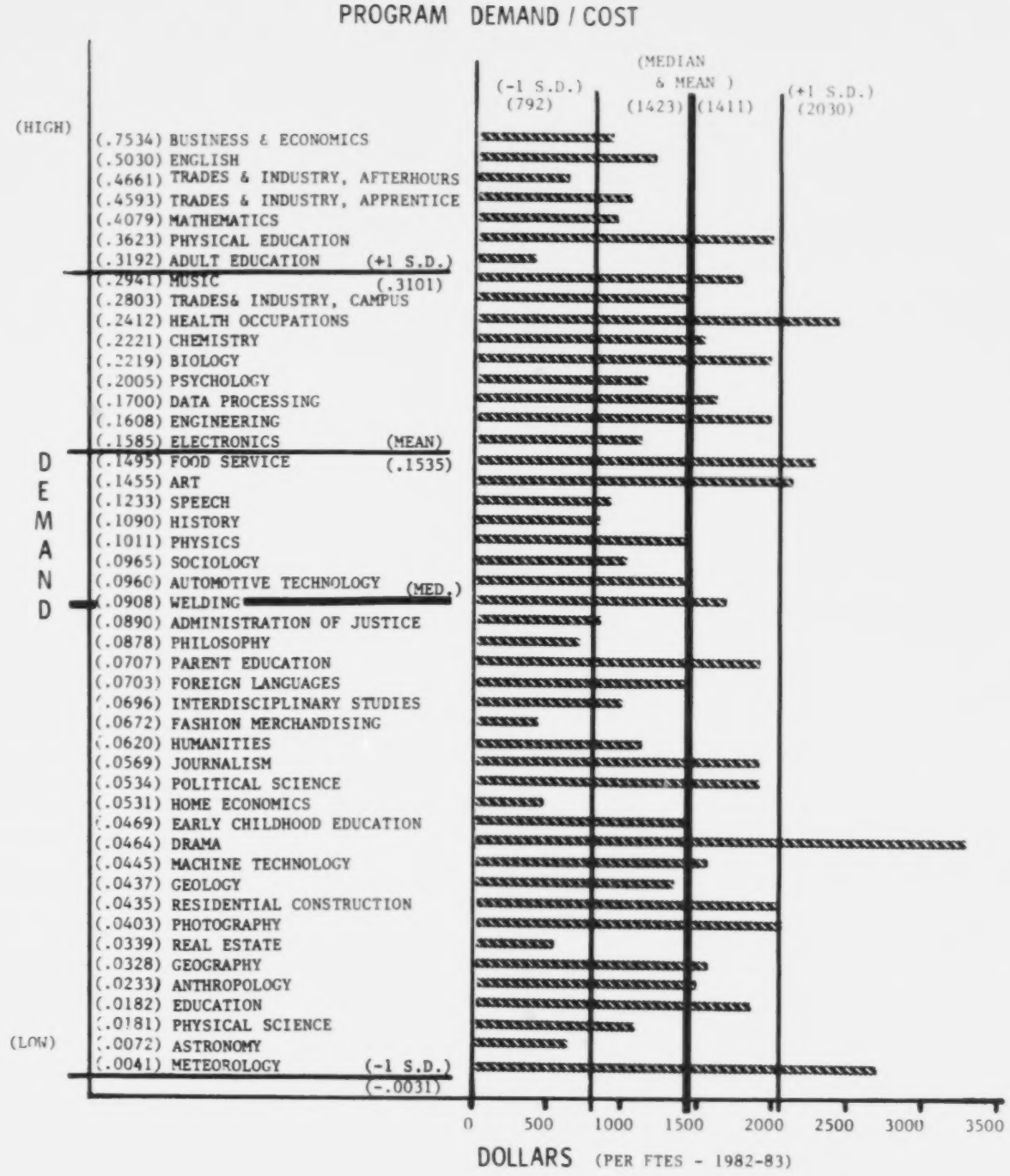
ROBERT EVANS is Dean of Instruction and HENRY MILANDER is President of Olympic College, Bremerton, Washington 98310-1699.

CHART 5

Total Determined Value, Cost, Enrollments, and Staffing by Discipline

Discipline	Determined Value	Cost Per FTES	Annualized FTES[1]	Annualized FTEF[2]
Business and Economics	.7534	890	349.96	11.91
English	.5030	1,180	247.57	10.78
Trades and Industry, Afterhours	.4661	613	123.08	5.34
Trades and Industry, Apprentice	.4593	1,021	288.52	11.23
Mathematics	.4079	933	275.78	9.97
Physical Education	.3623	1,971	96.65	7.16
Adult Education	.3192	382	116.53	2.23
Music	.2941	1,760	40.25	3.07
Trades and Industry, Campus	.2803	1,407	11.11	.81
Health Occupations	.2412	2,403	98.29	7.42
Chemistry	.2221	1,517	69.96	3.42
Biology	.2219	1,949	71.38	4.04
Psychology	.2005	1,126	113.64	4.16
Data Processing	.1700	1,599	128.13	5.14
Engineering	.1608	1,959	57.70	4.13
Electronics	.1585	1,098	106.43	4.55
Food Service	.1495	2,248	20.73	1.63
Art	.1455	2,109	49.30	3.06
Speech	.1233	901	44.99	1.57
History	.1090	823	80.65	2.82
Physics	.1011	1,443	24.54	1.31
Sociology	.0965	1,002	42.62	1.66
Automotive Technology	.0960	1,391	67.05	2.73
Welding	.0908	1,663	38.70	2.17
Administration of Justice	.0890	817	40.58	1.29
Philosophy	.0878	696	37.11	1.00
Parent Education	.0707	1,884	45.11	2.99
Foreign Languages	.0703	1,424	32.30	1.54
Interdisciplinary Studies	.0696	978	38.57	1.26
Fashion Merchandising	.0672	408	14.56	.44
Humanities	.0620	1,102	38.98	1.37
Journalism	.0569	1,888	13.35	.87
Political Science	.0534	1,890	19.44	1.22
Home Economics	.0531	452	9.04	.25
Early Childhood Education	.0469	1,423	7.16	.48
Drama	.0464	3,271	6.45	.50
Machine Technology	.0445	1,553	19.33	1.00
Geology	.0437	1,348	24.77	1.16
Residential Construction	.0435	2,027	13.33	1.00
Photography	.0403	2,035	26.31	1.52
Real Estate	.0339	522	11.60	.42
Geography	.0328	1,553	12.60	.87
Anthropology	.0233	1,463	13.22	.67
Education	.0182	1,826	5.89	.36
Physical Science	.0181	1,070	11.91	.43
Astronomy	.0072	617	5.56	.11
Meteorology	.0041	2,670	1.22	.10

[1] Full-time Equivalent Students
[2] Full-time Equivalent Faculty


PROGRAM DEMAND / COST
(MEDIAN & MEAN)
(-1 S.D.) (792)
(1423) (1411)
(+1 S.D.) (2030)
(HIGH)
(.7534) BUSINESS & ECONOMICS
(.5030) ENGLISH
(.4661) TRADES & INDUSTRY, AFTERHOURS
(.4593) TRADES & INDUSTRY, APPRENTICE
(.4079) MATHEMATICS
(.3623) PHYSICAL EDUCATION
(.3192) ADULT EDUCATION (+1 S.D.)
(.2941) MUSIC (.3101)
(.2803) TRADES& INDUSTRY, CAMPUS
(.2412) HEALTH OCCUPATIONS
(.2221) CHEMISTRY
(.2219) BIOLOGY
(.2005) PSYCHOLOGY
(.1700) DATA PROCESSING
(.1608) ENGINEERING
(.1585) ELECTRONICS (MEAN)
(.1495) FOOD SERVICE (.1535)
(.1455) ART
(.1233) SPEECH
(.1090) HISTORY
(.1011) PHYSICS
(.0965) SOCIOLOGY
(.0960) AUTOMOTIVE TECHNOLOGY (MED.)
(.0908) WELDING
(.0890) ADMINISTRATION OF JUSTICE
(.0878) PHILOSOPHY
(.0707) PARENT EDUCATION
(.0703) FOREIGN LANGUAGES
(.0696) INTERDISCIPLINARY STUDIES
(.0672) FASHION MERCHANDISING
(.0620) HUMANITIES
(.0569) JOURNALISM
(.0534) POLITICAL SCIENCE
(.0531) HOME ECONOMICS
(.0469) EARLY CHILDHOOD EDUCATION
(.0464) DRAMA
(.0445) MACHINE TECHNOLOGY
(.0437) GEOLOGY
(.0435) RESIDENTIAL CONSTRUCTION
(.0403) PHOTOGRAPHY
(.0339) REAL ESTATE
(.0328) GEOGRAPHY
(.0233) ANTHROPOLOGY
(.0182) EDUCATION
(.0181) PHYSICAL SCIENCE
(LOW) (.0072) ASTRONOMY
(.0041) METEOROLOGY (-1 S.D.)
(-.0031)
DEMAND
0 500 1000 1500 2000 2500 3000 3500
DOLLARS (PER FTES - 1982-83)

An NCIA-Member Article

Inexpensive Yet Insightful: A Small College's Response to Program Review

The program review procedure at Kankakee Community College is a financially manageable one which provides instructors with greater insights into all factors which may affect their programs.

By LARRY HUFFMAN and GEORGE KREIDER

PRIOR TO 1980, Kankakee Community College, a small rural institution in east central Illinois, had no systematic plan for individual program review. During the college's self-study process in preparation for an accreditation visit in 1979 by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, a need was identified for a systematic plan to assess the qualitative and quantitative elements of the college's educational programs. This need was further bolstered by a recommendation in the same year by an evaluation team from the Illinois Department of Adult, Vocational and Technical Education (DAVTE) for development of such a plan for occupational programs.

To deal with this need, the executive vice president for academic programs and services asked the dean of career education to assemble a committee of faculty volunteers to discuss the elements which should be included in a program review procedure and subsequently develop a systematic plan for program review in all educational program and support service areas. The committee which resulted consisted of four full-time instructors, two division chairpersons, and one program director in addition to the dean of career education.

As discussions progressed within the committee, it was agreed that the resulting evaluation instrument would be considered experimental, and the forms and procedures would be "field tested" in conjunction with at least two program reviews in order for revisions to be made in the forms and procedures.

As a result of minor modifications since 1981, the program review procedures utilized at KCC today seem to adequately address the institution's needs regarding program review and also fit requirements of DAVTE and the Illinois Community College Board (ICCB) for systematic and regularly scheduled evaluations of instructional programs.

The KCC program review procedures feature an evaluation usually conducted by a full-time faculty member of the program being evaluated. The original intent for use of the college's staff members rather than external consultants was to limit the cost of program evaluations to one-course equivalency released time during the period of evaluation. In addition to an economic advantage, it was felt that advantages could be gained through additional insight regarding all aspects of the program on the part of the faculty member conducting the evaluation. While the person making the evaluation probably would be most familiar with course materials, facilities, equipment, and other factors directly related to the instructional process, enrollment trends and cost/income data might not be high priority items for the instructors unless they were directly involved in the review process.

The program review process is initiated each year with an orientation meeting between the dean of career education and the persons conducting each program review (20 percent of all programs are reviewed each year). The orientation meeting occurs in early September, introducing the evaluator to the forms and expected timelines to be followed. Each evaluator is given the necessary materials for completing the review.

Evaluation materials are packaged in a color-coded document which is organized in a step-by-step "cookbook" approach to completing the review. All forms to be completed are included, with directions and suggestions on accomplishment of each task. Individual program needs are accommodated by permitting alteration of any forms

provided. Each section (economics, quality, relevance) is addressed by using three categories—objective, activity, and the form used to gather information and report results.

To assist in gathering relevant information for the review, college staff members or offices are identified where the evaluator may secure data such as enrollment, unit costs, and graduate follow-up results. The final report is to be organized in the same manner as the guideline used to gather information.

In addition to the program review packet, each evaluator receives a detailed calendar of events which indicates the date when each activity should be started and completed. Final reports are due the following May, with subsequent review meetings and agreement on future direction for each program occurring prior to mid-June.

Program quality, relevance (need) and economics are principal factors in KCC's program review procedures. Since the college must allocate limited resources to the most worthy program and service areas, economic factors are considered as a separate part of the program review process.

Quantitative elements which are included in the program review process are:

- Qualifications (educational and work experience) of full-time and part-time instructors in the program.
- Comprehensiveness of course/program instructional materials.
- Adequacy of facilities and equipment.
- Results of professional accreditation agency reports, if applicable.
- Results of graduate follow-up studies.
- Involvement of the program advisory committee, if applicable.
- Quality of student support services.
- Results of professional accreditatation agency reports, if applicable.

Qualifications of full-time and part-time instructors are reviewed to assess the educational training and work experience of the instructors with respect to their teaching assignments. Student evaluations and graduate follow-up studies may also yield information regarding the perceived quality of instruction. Reviews of course and program materials and the adequacy of facilities and equipment are intended to provide general evaluations of the remaining factors directly related to the instructional process and the resulting program quality.

For vocational programs, importance is placed upon the role of the advisory committee with respect to advising college faculty and administrators on recommended program content and state-of-the-art facilities and equipment.

A review of student support services is aimed at assessing the appropriateness of academic advising, registration, placement, and other ancillary services connected with a student's attendance at KCC. While perhaps not directly related to program quality, supportive services may have an impact on the student's total perception of the college experience.

The following economic factors are utilized in KCC's program review:

- Unit cost data for the program from the last four years.
- Unit income data from the current year and the previous four years.
- Midterm enrollment (for courses within the program area) data from the current year and the previous four years.

Unit-cost and unit-income data provide a simple cost/benefit measurement for each program by comparing income and expenses per credit hour generated. Midterm enrollment data show enrollment trends which are ultimately associated with unit cost and income results. In addition to the preparation of unit cost and income "pie charts" to graphically illustrate these data, an interpretive narrative is required to address the economic factors evident from the program review.

After submission of a program review report, a meeting is held to provide an opportunity for the person completing the program evaluation to present and discuss the results with the division chairperson, the dean of career education, and the executive vice president for academic programs and services. The instructor completing the program review makes recommendations, and other persons may modify, delete, or add to the evaluator's recommendations. Following the meeting, a final report of recommendations for action is typed and distributed to those attending the meetings for a final sign-off. These final recommendations become part of the college's planning document until the next program review.

Pertinent program review information is incorporated into the college's DAVTE Local Plan for Vocational Education and the college's internal planning document, as well as being reported to the ICCB as part of required reporting. An additional benefit of the total report document has been its use to better inform new faculty members about the college's programs and what has been done prior to their arrival on campus. A copy of the total report is maintained for faculty use in the office of the dean of career education.

After several years of using the program review procedure outlined above, staff and administrators

at Kankakee Community College have concluded that the procedure is a meaningful process which results in a final product that can be used to meet the requirements of the institution, as well as state agencies, for program review data. The procedure is a financially manageable one which provides instructors with greater insights into all factors which may affect their programs.

Since the evaluations are conducted by our staff, program review results may also be more readily accepted by all program personnel than if an external consultant who "knows nothing about this area, this college, and the unique characteristics of this program" had conducted the review. In summary, our program review procedures are inexpensive, not time consuming, and generate the desired results for local use, as well as state agency needs.

LARRY D. HUFFMAN is Executive Vice President for Academic Programs and Services and GEORGE F. KREIDER is Dean of Career Education at Kankakee Community College, Kankakee, Illinois.

Need help with Faculty Evaluation?

"There are far too many incompetent faculty members existing in the American school system today," notes Dr. Hans Andrews, Dean of Instruction at Illinois Valley Community College. "Attempts to deal with how to either improve these faculty or to move to dismiss them are often not properly defined and/or followed through."

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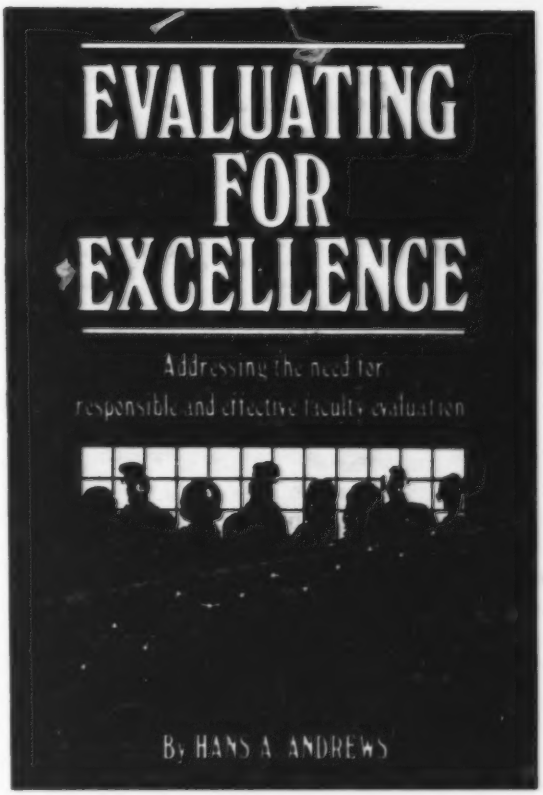

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An NCIA-Member Article

Program Evaluation and Review

The experience of Sauk Valley College with program evaluation and review has been positive. The process has now been generally well accepted on campus and is a part of the annual work calendar.

By DONALD FOSTER

IN 1982-83 Sauk Valley College (SVC) conducted a pilot project to develop and implement an evaluation and review process. Prompted by the Illinois Community College Board (ICCB) requirement that 20 percent of all programs in each public community college be evaluated each year starting in 1984-85, SVC chose to initiate such action in the year prior to the deadline date. This would allow time to test the process on eight programs, thoroughly critique the system, and be ready to implement a tested system for program evaluation and review by July 1, 1983.

DESIGNING THE INSTRUMENT

After reviewing models in use at other colleges, reading the available literature on the subject, and conferring with officials from the ICCB, a task force began work on a first draft of an evaluation instrument. The basic assumptions that were used for this process included:

1. The system must be practical and directly useful to the college.
2. The system must include both quantitative and qualitative analyses.
3. The system must be tailor-made for the institution and not copied after a standard model or commercial product.
4. The value of the evaluation process should be realized by the faculty and staff who conduct the actual self-study portion of the evaluation process.
5. There must be a open-ended component for each phase of the evaluation process in order to allow for the diverse nature of programs.
6. The results must be reviewed by an independent body such as the curriculum committee.
7. The academic departments should receive a copy of the results of the evaluation; but, in order to prevent a whitewash, they would not have the right of veto.
8. The dean of instruction and college president should each have a review step in the process.
9. The final results should be summarized in a succinct manner.
10. The entire evaluation process should be positive and constructive in character rather than punitive and used solely as the basis for retrenchment.

The first draft of an evaluation form was prepared and submitted to the curriculum committee for review and revision. Eventually a final form was completed along with a set of implementing procedures. Nearly all of the original assumptions were reflected in the final product.

TESTING THE INSTRUMENT

During the 1982-83 year the evaluation system was used to review eight programs.

Art—AA degree
Speech/Theatre—AA degree
Medical Laboratory Technology—AAS degree
Food Service—AAS degree and certificate
Office and Administrative Services—AAS degree and certificate
Construction Technology—AAS degree and certificate
Agriculture—AAS and AS degrees and certificate

The data to be supplied by the ICCB on each of these programs was not available at the time, so SVC compiled most of the information from existing records and proceeded to conduct the evaluations.

For the most part, full cooperation was received from the faculty who participated in the effort. Several academic departments expressed dissatisfaction with their role in the process—which was to receive copies for information purposes only. As is the case on all campuses, there was some fear that the whole procedure might be used to justify program and faculty retrenchment. To offset this fear, a good mix of strong and marginal programs for the pilot evaluation process had been selected.

The form worked well in focusing attention on the various aspects of the programs undergoing evaluation. There were some surprises, both strengths and weaknesses, that were exposed once the process was underway.

PROCEDURE

The self-study was conducted by the faculty in the program being evaluated, one counselor, and the assistant dean for the division. A copy of the results of the self-study was provided for all members of the department for informational purposes.

Once completed, the results were submitted to the curriculum committee for its review and recommendations. The committee analyzed the evaluations in a series of special meetings scheduled for this sole purpose, made some additional recommendations, and forwarded them on to the dean of instruction. It is noteworthy that the members of the curriculum committee took their review role very seriously; they questioned the thoroughness and accuracy of several of the evaluation reports. They appeared deliberate in their efforts to make sure that a whitewash did not occur in the process.

After review and recommendations by the dean of instruction, the report was forwarded to the college president for his review.

A one-page final report for each program would be included in the RAMP document and submitted to the ICCB in July. Summaries were given to the Sauk Valley College Board of Trustees as an information item.

Prior to the start of the 1983-84 school year, eight additional programs were identified for review. In addition, the curriculum committee reviewed the evaluation process and made some minor modifications in the evaluation form.

RESULTS

Following the loss of a referendum in November 1983, three programs were retrenched. Two of them were programs that had been evaluated the prior year and found to be weak in several areas. The decision to retrench these programs was based on high cost and low enrollment and only indirectly on the results of the evaluations conducted in the preceding year. The fact that they were weak programs had contributed to their decline in enrollment over the years.

The evaluation process went a little smoother during the second year. With a few exceptions, the faculty found it to be a useful experience to focus on the strengths and weaknesses of their programs. Most all agreed that the process itself was the important value to be gained—and not the end product.

It was also concluded that it was much more useful to have the faculty and staff involved in the evaluation process, working together in group sessions, rather than each person completing the forms in isolation. In many instances the evaluation process provided a vehicle for positive colleagual interaction that had some useful carry-over effects for that program.

Some of the problems that were encountered included:

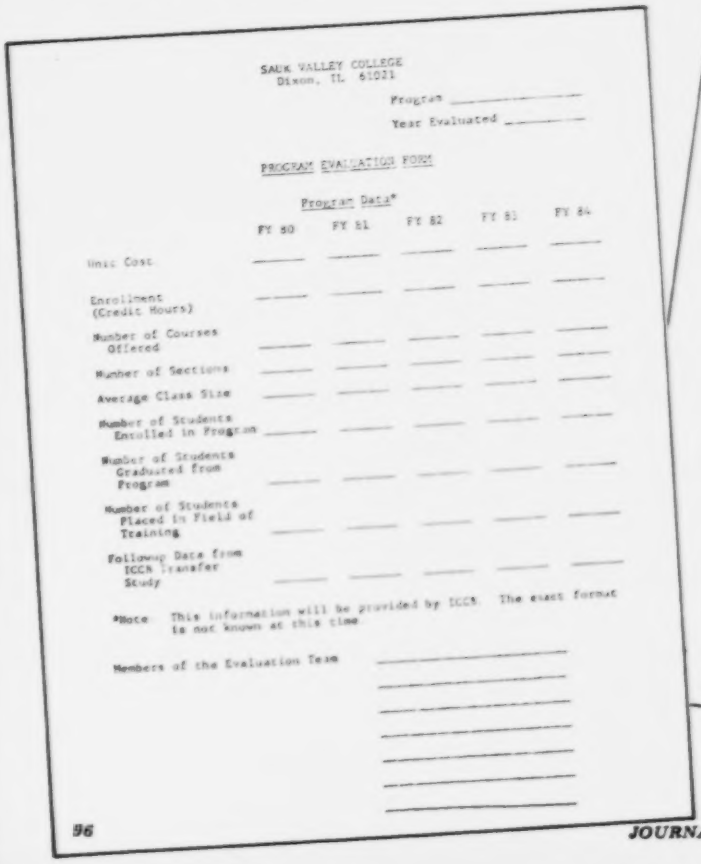
1. A little embarrassment on the part of faculty was experienced in several instances where parts of a program were revealed to be deficient.
2. The lack of definition from the ICCB about what constitutes a program presented a small problem. SVC ended up defining it.
3. The lack of good data was a problem. Especially troublesome was the inability to distinguish between a course enrollee and a program enrollee. This made the completion rate look appallingly low and, thus, represented a distortion of program effectiveness.

BEST COPY AVAILABLE

4. A tendency, perceived by several of the academic administrators, for the evaluation process to become perfunctory over time. A potential future problem is for the process to become just another set of forms to complete and send in to the ICCB.
5. In the case of vocational programs, the evaluation process is somewhat redundant since such programs undergo the one- and five-year plan process each year and go through the Illinois Department of Adult Vocational and Technical Education three-phrase evaluation process every five years.
6. The evaluation process was, perhaps, most useful to transfer programs since it is more thorough than the North Central Association recognition process.

In summary, the experience of Sauk Valley College with program evaluation and review has been positive. Officials from the Illinois Community College Board reviewed the pilot evaluation summaries in 1983 and followed up with a complimentary letter. The process has now been generally well accepted on campus and is a part of the annual work calendar.

DONALD FOSTER is Dean of Instruction for Sauk Valley College in Dixon, Illinois.



SAUK VALLEY COLLEGE
Dixon, IL 61021

Program _____

Year Evaluated _____

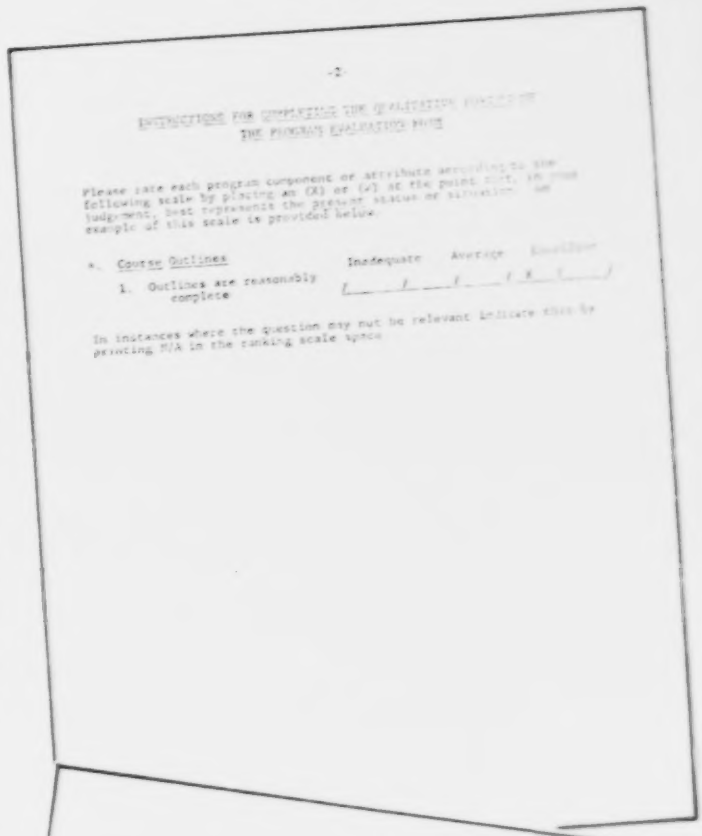
PROGRAM EVALUATION FORM

Program Data*

	FY 80	FY 81	FY 82	FY 83	FY 84
Unit Cost					
Enrollment (Credit Hours)					
Number of Courses Offered					
Number of Sections					
Average Class Size					
Number of Students Enrolled in Program					
Number of Students Graduated from Program					
Number of Students Placed in Field of Training					
Follow-up Data from ICCB Transfer Study					

*Note: This information will be provided by ICCB. The exact format is not known at this time.

Members of the Evaluation Team _____



-2-

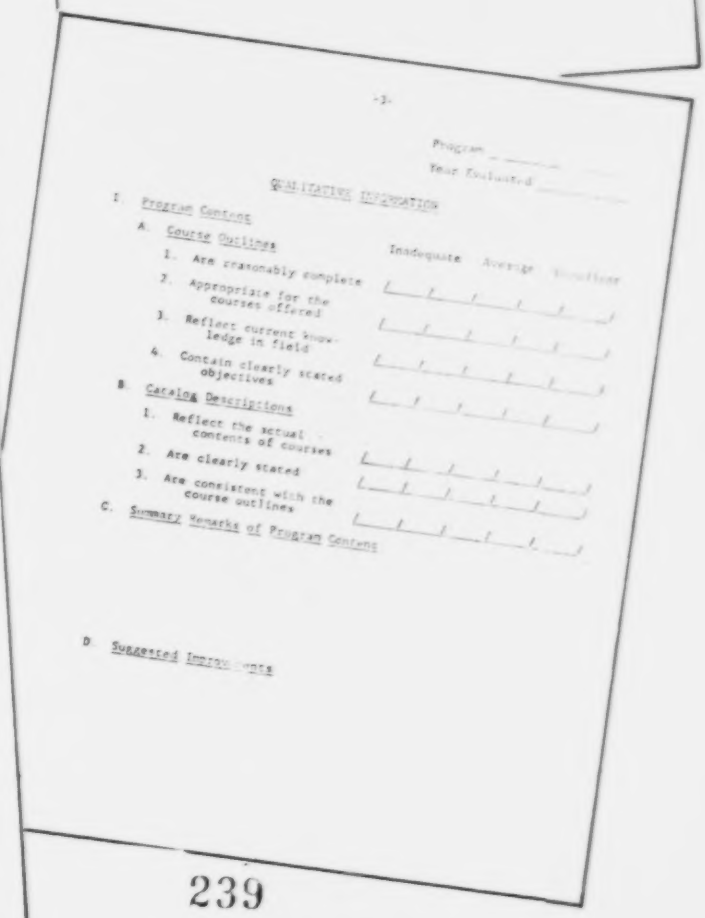
INSTRUCTIONS FOR COMPLETING THE QUALITATIVE EVALUATION OF THE PROGRAM EVALUATION FORM

Please rate each program component or attribute according to the following scale by placing an (X) or (✓) at the point that, in your judgment, best represents the present status or situation. An example of this scale is provided below.

A. Course Outlines — Inadequate / Average / Excellent

1. Outlines are reasonably complete — _____ / _____ / _____ / X / _____

In instances where the question may not be relevant indicate this by printing N/A in the ranking scale space.



-3-

Program _____

Year Evaluated _____

QUALITATIVE INFORMATION

I. Program Content

A. Course Outlines — Inadequate / Average / Excellent

1. Are reasonably complete — _____ / _____ / _____ / _____ / _____
2. Appropriate for the courses offered — _____ / _____ / _____ / _____ / _____
3. Reflect current knowledge in field — _____ / _____ / _____ / _____ / _____
4. Contain clearly stated objectives — _____ / _____ / _____ / _____ / _____

B. Catalog Descriptions — _____ / _____ / _____ / _____ / _____

1. Reflect the actual contents of courses — _____ / _____ / _____ / _____ / _____
2. Are clearly stated — _____ / _____ / _____ / _____ / _____
3. Are consistent with the course outlines — _____ / _____ / _____ / _____ / _____

C. Summary Remarks of Program Content — _____ / _____ / _____ / _____

D. Suggested Improvements

-4-

II. Instructional Material

A. Textbooks

1. Textbooks are appropriate for the courses offered as part of the program in regard to:

	Inadequate	Average	Excellent
a. Content is appropriate for courses			
b. Sequence of contents is appropriate			
c. Appropriate reading level for type of student in the program			
d. Cost is appropriate for community college students			
e. Copyright date of textbooks is reasonably current			

B. Course Syllabi

1. Are clearly written					
2. The course requirements are clearly spelled out					
3. Contain an accurate topical outline of material to be covered					
4. Course objectives are clearly stated					
5. Supplemental sources are listed to encourage additional reading					

-5-

	Inadequate	Average	Excellent

C. Evaluation

1. Appropriate evaluation system to measure student mastery of the course material					
2. Evaluation system reflects course objectives					

D. Summary of Instructional Material

E. Needed Improvements

III. Faculty

A. Number of Faculty

Full-time _____ Part-time _____

B. Training

1. Number of faculty with advanced degrees (MA or above) in the field of instructional assignment.

Full-time _____ Part-time _____

2. Number of faculty without advanced degrees in field of instructional assignment.

Full-time _____ Part-time _____

3. Number of faculty who have completed one or more graduate courses in their field within the past two years.

Full-time _____ Part-time _____

-6-

4. Number of faculty who regularly participate in professional growth activities other than formal graduate work:

Full-time _____ Part-time _____

C. Summary of Faculty Strengths

D. Summary of Areas in Need of Improvement

IV. Scheduling

A. Number of Sections

1. Number of sections offered in present school year. Fall Spring

2. Number of sections of survey courses offered in 1982-83. Fall Spring

3. Number of sections of non-survey courses offered in 1982-83. Fall Spring

-7-

B. Time Slots

1. Are the time slots appropriate to meet the needs of

	Inadequate	Average	Excellent
Non-majors			
Majors			

2. Are there a sufficient number of evening courses offered

3. Are there a sufficient number of day classes offered

4. In general, are the courses scheduled to enable the students enrolled in the program to cycle through within a reasonable period of time

C. Summary of Strengths of Scheduling Factors

D. Summary of Needed Schedule Improvements

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-8-

V. Instructional Facilities

A. Classrooms

	Inadequate	Average	Excellent
1. Proper size			
2. Appropriate arrangement for type of instruction			

B. Laboratories

	Inadequate	Average	Excellent
1. Proper size			
2. Proper layout for type of instruction			
3. Properly furnished (sinks, tables, etc.) for type of instruction			

C. Summary of Instructional Facilities

D. Anticipated Space and Facility Needs Over the Next Five Years to Keep this Program Viable

-10-

	Inadequate	Average	Excellent
C. Are there adequate printed media in the LRC to provide support for the program			
D. Are the A-V materials in the LRC adequate to support the program			
E. Are the A-V buildings sufficiently current and up to date			

F. Summary of Library Holdings Status for the Program

G. Anticipated Library Needs Over the Next Five Years to Keep this Program Viable

VIII. Community Input

A. Advisory Committees

1. Number on advisory committee (attach advisory committee list)

-9-

VI. Equipment

	Inadequate	Average	Excellent
A. Is the instructional equipment adequate and up to date for the academic area			
B. Is the instructional equipment available in sufficient quantity for the instructional situation			

C. Summary of Equipment Status for the Program

D. Anticipated Equipment Needs Over the Next Five Years to Keep this Program Viable

VII. Library Supports

	Inadequate	Average	Excellent
A. Are there adequate books in the LRC to provide support for the program			
B. Are the books sufficiently current and up to date			

-11-

	Inadequate	Average	Excellent
2. Sufficiently representative of the field			
3. Adequate geographic distribution within the college district			
4. Regular meetings held over the past five years			
5. Agendas and minutes are on file			
6. Agendas and minutes are in good order			

B. List Other Sources of Community Input

C. Summary of Community Input

D. Recommendations for Improvement

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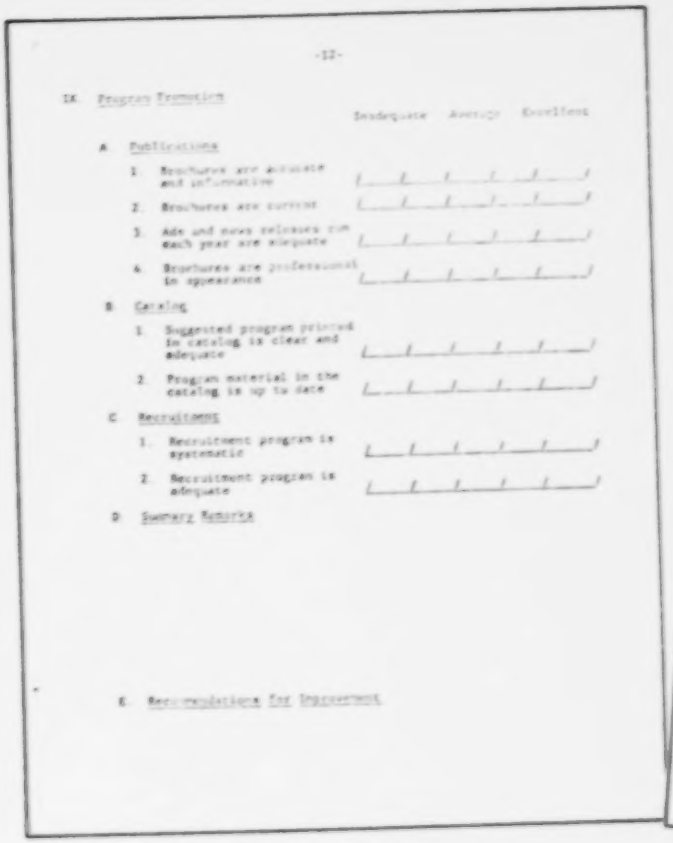


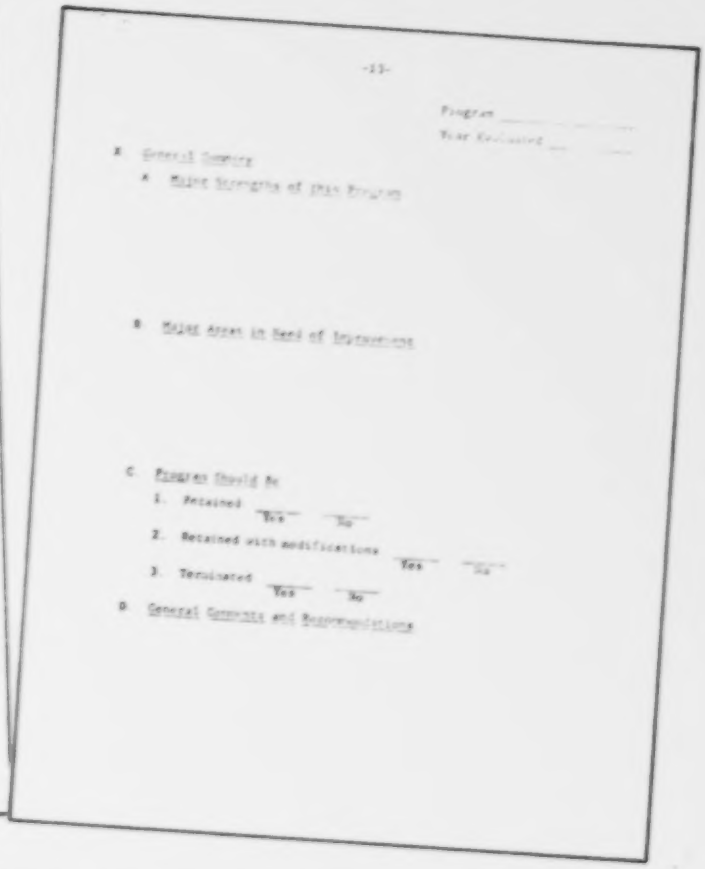
-12-

IX. Program Promotion

	Inadequate	Average	Excellent
A. Publications			
1. Brochures are adequate and informative			
2. Brochures are current			
3. Ads and news releases run each year are adequate			
4. Brochures are professional in appearance			
B. Catalog			
1. Suggested program printed in catalog is clear and adequate			
2. Program material in the catalog is up to date			
C. Recruitment			
1. Recruitment program is systematic			
2. Recruitment program is adequate			

D. Summary Remarks

E. Recommendations for Improvement



-13-

Program _____

Year Evaluated _____

X. General Summary

A. Major Strengths of this Program

B. Major Areas in Need of Improvement

C. Program Should Be

1. Retained Yes No
2. Retained with modifications Yes No
3. Terminated Yes No

D. General Comments and Recommendations

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*

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A 3-Tiered Program Review System – Effective and Efficient

With the three-tiered approach, program review at Triton College has a distinctly different flavor. A yearly "snapshop" of 75 different programs, "focus studies" of identified areas of need, and cycled educational support area review, lead to the conclusion that program review has a purpose.

SCENARIO:
The Illinois Community College Board Mandate to the Community Colleges

Beginning in FY 1984,

*** Implement a college-wide program evaluation process using as criteria:

1. Student and employer demand for the program
2. Program cost
3. Program quality

*** Schedule 20% of the programs for evaluation each year and list same in annual ramp submission to ICCB.

*** Summarize the recommendations and any changes made as a result of each program's evaluation and include this information in the annual RAMP submission to the ICCB.

By VERNON A. MAGNESEN

PRIOR TO THE Illinois Community College Board mandate noted above, community colleges throughout Illinois had experimented with and/or adopted a variety of program review models. For the first time, however, colleges needed to address this vital area on a planned, comprehensive basis.

At the time of the mandate, Triton College had just completed a one-year pilot study whereby several of its departments had volunteered to complete a comprehensive review. Three basic conclusions were reached as a result of this pilot project: (A) program review can generate enormous pounds of data; (B) while engaged in collecting data, everything else in the area tends to stand still: (C) when the process is concluded, few individuals have the stamina to read the volumes prepared, provide appropriate response, and institute action. Triton's experience, therefore, as it sought a better system, was essentially a negative one, viewed by participants as a tedious task of questionable value.

PURPOSES OF PROGRAM REVIEW – STATE LEVEL

The purposes of program review, however, from the state of Illinois point of view, are not of questionable value but are basic to the operation of a quality sytem. Purposes noted are:

1. Statewide planning
2. Establish priorities: programs/funding
3. Justify state and federal expenditures
4. Assure efficient program operation
5. Assure local and statewide educational and employment needs are met.

PURPOSE OF PROGRAM REVIEW – LOCAL LEVEL

Similarly, the purposes of program review at the local level are critical:

1. Assist the college decision makers in program planning and resource allocations
2. Improve effectiveness and efficiency of the college's programs and instruction

3. Assure local district residents that programs are of sufficient quality to warrent local and student expenditures
4. Assure quality of degrees and certificates awarded by the college
5. Assure local residents and students that programs are relevant to the needs of employers in meeting local manpower demand.

PROGRAM REVIEW– ANALYZING THE CHOICES

Triton College has 75 different program/discipline areas plus 33 additional educational support areas for a total of 108 areas that require review. Two possible approaches, Fully Comprehensive and Three-Tiered, were considered.

Fully Comprehensive Review: In order to pursue this route, Triton would have essentially duplicated its prior experience with its pilot program, but at a greatly expanded level. One-fifth of the program/discipline areas (15) and one-fifth of the academic support areas (6-7) would be scheduled each year with all programs covered during the five-year cycle.

Reviewing the positive and negative aspects of this approach, it became evident that the "negatives" far outweighed the "positives." On the plus side, each program would in fact receive a comprehensive review every five years and each program review would be multi-faceted.

On the minus side, a weak program would struggle along for five years before its turn for review came up, strong programs would demand the same time and attention as weak programs, overall college trends would be difficult to ascertain, and the needed attention for follow through would be diluted by massive paperwork in terms of preparation, reading reviews, and analyzing results.

Three-Tiered Review: The three-tiered review (explained in detail later) has a number of positive aspects that led to its choice at Triton: 100 percent of the program/disciplines and 20 percent of the support areas would be reviewed annually; a management by exception approach would be used, with a concentration of effort on those programs needing attention; weak programs could receive attention yearly if necessary; more productive use of staff time would be provided; college-wide areas needing attention would be identified; and trends would be more evident.

On the minus side, multi-faceted program review of every program would not occur every five years.

Three-Tiered System–Tier I:

Tier I is the "screening model" or "snapshot" tier, modeled closely after the screening model developed by Pima Community College, Tucson, Arizona (reported in "A Screening Model for Community College Program Evaluations," Raymond E. Schultz and Carl Webb, *New Directions for Community Colleges*, 25, 1979).

This model provides a computer generated data sheet for each of the 75 programs/disciplines, generating information typically on a four-year basis. Included are enrollment characteristics, program cost, instructional conditions, student success, and use of instructional space. Quantitative data is generated for eleven different areas, areas are weighted according to the college's value placed on each, and areas end up with a final "score" that can be compared with other areas if desired (career programs to career programs; transfer programs to transfer programs).

Although programs may be ranked by total "score," the major effort is directed to trends within individual areas of the instrument where action may be signalled.

Following production of the computerized information, a two-page summary of each of the 75 areas is prepared through the Office of Staff and Program Development with the reports covering "Areas of Strength," "Areas of Concern," "Overall Summary," and "Recommendations." These reports are then sent to appropriate deans who work with department chairpersons in the initial analysis designed primarily to note any areas where discrepancies tend to be present.

Three Tiered System–Tier II:

Following initial review by appropriate areas, a summary analysis of all programs/disciplines is developed, and at this stage, decisions are made as to whether the repeat of the screening model, which will be done for all areas, is sufficient, whether some further attention of a focused nature is needed, or whether a comprehensive review is required.

Tier II is the stage between screening and comprehensive review, with this stage termed "Focus Study." It became apparent upon analysis that a number of programs required direct attention in one or more areas, but that comprehensive review was not required.

Of the 75 program/disciplines processed in 1984, for example, 53 were identified as needing "focus studies" (15 indicated neither focus nor comprehensive), but the majority of these (48)

required studies of only 1, 2 or 3 areas.

An example of the college-wide areas needing attention is evident in the areas requiring focus studies. Drop in average class size was the most mentioned area requiring attention by 29 disciplines/programs, with placement (19), program cost (18), and use of space (16), also frequently noted. No other area had more than five mentions as a need for focus studies.

Three-Tiered System- Tier III:

Seven programs/disciplines were identified as having sufficient concerns to require a multi-faceted program review. The review instrument requires both quantitative and qualitative information and will require extensive time on the part of personnel in the areas identified. In cases where external agencies already perform in-depth review (e.g. National League for Nursing), this review will provide the major data and the role of personnel will be primarily one of reacting to recommendations from the external agency.

Academic Support Areas:

The 33 academic support areas at Triton College (Learning Resource Center, Counseling, Placement, Independent Learning Lab, etc.) are considered sufficiently unique to be cycled through a five-year rotation, with provision for accelerating review where necessary.

SUMMARY:

With the three-tiered approach, program review at Triton College has a distinctly different flavor. A yearly "snapshot" of 75 different programs/disciplines, "focus studies" of identified areas of need, comprehensive review of programs requiring this effort, and cycled educational support area review, lead to the conclusion that program review has a purpose, and time is being spent effectively and efficiently.

VERNON A. MAGNESEN is Associate Vice President for Academic Affairs at Triton College, River Grove, Illinois.

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An NCIA-Member Article

Coordinating the Program Review Process

The point being argued is not a plea to abolish or never start program reviews. It is a position stressing the tremendous complexity of such an undertaking and the need for special skills, training, knowledge, position, and personal qualities of that individual chosen to lead the program review process.

By JERRY W. YOUNG

A NATIONAL EMPHASIS ON QUALITY, an austere economy, and declining enrollments of traditional age college students have combined to create a press for program review. Excellence, quality, productivity, effectiveness and cost consciousness have become goals associated with program review. Interestingly, all of these terms elude operational definition in higher education. Definitions are either so broad as to create problems of interpretation or so narrow they produce self-fulfilling prophecies. Despite the importance ascribed to program review, it is a complex and difficult process, regardless of the particular approach employed.

THE POLITICS OF PROGRAM REVIEW

As many deans of instruction can attest, program review is a political process. It raises the spectre of greater administrative control and the erosion of job security among faculty. Often, the specific purposes of program review are not identified before attempts to initiate the process are made. Program review can be done for a variety of reasons, each producing a somewhat different base of resistance.

Pace and Friedlander have identified six models of evaluation:

1. Educational Psychology—from the measurement movement
2. Accreditation Review—exercise of professional judgement
3. Performance Objectives—emphasis upon results
4. Educational Decision—collecting information to help decision makers
5. Educational Science—explaining the causes of phenomena
6. Educational Change—emphasizes individual learning and institutional improvement

They go on to say that "most approaches acknowledge that evaluation, in the final analysis, is concerned with judgments of worth or merit. . . the term evaluation, unlike the neutral word measurement, denoted an explicit concern for purpose and values." (Hanson, 1978) To choose a model, is to choose certain values and that act is potentially political.

THE PROCESS IS THE PRODUCT

What sometimes is not recognized in the program review process is the idea that, "how" it is done can be as important, or more important, than "what" is done. "How" includes not only the steps followed, but who was involved, what their roles were, and the nature of the interactions. Attitudes and behaviors are as critical as structure in producing results. Yet, because structure is more familiar, an over-reliance on structure is created.

The process side of program review is the "people" side as opposed to the technical side. It includes the ebb and flow of discussion, problem solving and decision making. It is the fluid expression of feelings, ideas, and behaviors; and it encompasses the membership and leadership behaviors of those involved in program review.

Having some appreciation of process is very important in a higher education environment. Higher education institutions, along with hospitals have been labeled by Peter Drucker as "double-headed monsters." Drucker (1980) says, "All enterprises are becoming double-headed monsters; which depend for their performance on professionals who are dedicated to their discipline rather than to the institutions, who are the more productive the more dedicated they are, and who, at the same time, have to work toward accomplishment of the goals of the whole."

Scott (1984) cites Cameron in pointing out that what constitutes optimal performance is not clear in higher education.

"This condition of ambiguity regarding what constitutes effective performance is characteristic of colleges and universities," says Scott. "These organizations not only are typified by an absence of measureable goals, loose coupling, little direct connection between acquired resources and products, an ability to ignore major constituencies, and so on, but they have a tradition of resistance to assessment of effectiveness that has kept consensual criteria of effectiveness from emerging."

Cameron discusses the fault tree method (an approach that identifies ineffectiveness—problems, weakness, liabilities on the assumption that this is much easier than identifying effectiveness criteria).

In discussing some disadvantages of the fault tree method, Cameron says:

> Some kinds of organizations function well because they are not understood very well. Colleges and universities are among such organizations. These organizations have loose coupling, nonexistent or fuzzy goals, fluid structures, and so on. The advantage of this kind of design is that discretion is maximized and multiple demands can be addressed at once. Two problems may occur in this kind of organization, however, because of fault tree analysis. First, relationships among faults that are identified by fault tree analysis may be too loosely coupled and dynamic to allow for a reliable analysis. Secondly, fault tree analysis may lead to institutional change that produces tighter coupling than was intended. No organization is a completely rational system, but the fault tree procedure treats organizations as if at least some couplings are relatively tight and procedures are rational. (Scott, 1984)

It would appear that this disadvantage might also apply to most approaches to program review. It would seem that process would be more important in a loosely coupled organization than structure or authority.

PROBLEMS OF MEASUREMENT

Henry (1972) quotes Charles Hitch, who has had experience with the Rand Corporation and the Department of Defense, as saying ". . . it is much more difficult to apply systems analysis to an educational enterprise than it is either to a business or the Department of Defense. There are just terribly important intangibles you cannot measure." In a similar vein, Charles Collins (1972) has posed the question, "Are we not measuring that which happens to be measureable rather than that which is significant?"

Often, the statement is made in reference to research and evaluation in education, "Of course there are important things which can't be measured, but we must proceed to measure what we can." The underlying problem of this premise is that it holds up findings based upon that which is measureable and, because it is visible, presumes an importance that may be greater than it is.

Every piece of research and every evaluation practice should contain a public disclaimer which includes all of the assumptions upon which the evaluation is designed and all of the limitations of the findings. It is only in this way that those who are not specialists may place findings in perspective.

WHO SHOULD COORDINATE THE PROGRAM REVIEW PROCESS?

An attempt has been made in this article to illustrate that the program review process has not only a technical aspect to it, but also human and organization dimensions to it. The process, obviously, also has a larger, societal dimension which has not been a focus here. The individual who would coordinate such a process must be more than a technician, must not simply reflect the views of the faculty or the administration, must possess superior people skills, and must be able to articulate his or her own philosophy. Identifying such a person may be a major barrier to initiating the process. Proceeding without such a person may produce any one of several undesirable outcomes, such as increased faculty resistance to the process.

If program review is identified too closely with the administration, it may increase fears and resistance before it has a fair hearing. If it is imposed by the board, it surely will trigger major resistance. Perhaps more importantly, each institution must analyze why program review is important, what constitutes effectiveness, and how programs will be reviewed fairly.

Chris Argyris (1970) has written an excellent book, *Intervention Theory and Method*, that deals with the conditions surrounding intervention into

a system and the skills required to intervene effectively.

It is hard to imagine program review being understood as something other than an intervention. Whether the individual coordinating the program review is called an interventionist, consultant, coordinator, facilitator, specialist, officer, or something else, understanding of the act of intervention and facilitation skills would seem to be most beneficial to such a person.

Argyris (1970) has said, "Experience suggests that it takes a minimum of three years to develop an effective team among managers. . . . Human involvement cannot be bought and plugged in easily." How much more difficult is it to develop a quality functioning program review process in a larger, more loosely coupled context?

It would appear that the coordinator should be in a "staff," as opposed to a "line," role in the organization and, to the degree possible, this role should be defined as facilitative as opposed to containing change-agent responsibilities.

The point being argued here is not a plea to abolish or never start program reviews. It is a position stressing the tremendous complexity of such an undertaking and the need for special skills, training, knowledge, position, and personal qualities of that individual chosen to lead the program review process. That individual must be able to develop not only a consensus about the technology to be employed, but also develop a social consensus of support for such an activity.

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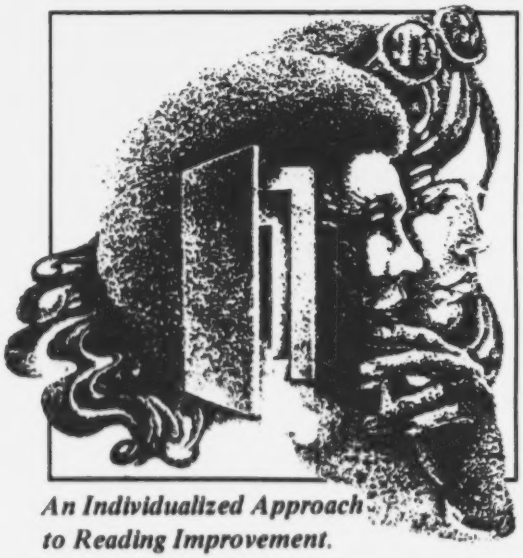

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Evaluating Instructional Programs: A State-Level Perspective

A college can have the finest financial systems, excellent facilities, and a superb administrative staff, but it will all be for naught if its academic programs are of questionable quality. High quality academic programs, once developed and implemented, can only be maintained through effective and ongoing evaluation.

By LARRY NESPOLI

THERE WAS A TIME WHEN—from a national and statewide public policy perspective—it really did not matter how post-secondary institutions managed their affairs. They were insignificant organizations in the total social setting and used few resources. Those days have long passed, however, as colleges and universities are coming under increasing scrutiny by various public officials and agencies. In this current time of tight budgets and stable or even declining enrollments, individual institutions can no longer attempt to be all things to all people. Priorities and goals must be set and outcomes must be evaluated.

WHY EVALUATE INSTRUCTIONAL PROGRAMS?

The programs offered for instruction at a college define the very essence of what the college is as an educational institution. These are the products that a college has available to offer to its consuming public, the raison d'être of the higher education enterprise. As such, it seems a straightforward conclusion that instructional programs should be evaluated on an ongoing basis to determine their overall viability and responsiveness to student needs.

Curiously, many administrators act as if academic programs are of secondary importance and only indirectly related to the missions and goals of the institution. In a recent national survey of presidential views on current and future issues facing community colleges, presidents rated program development and evaluation as tenth most important on the list of issues currently facing their institutions and only a slightly better seventh on the list of top future issues.

Certainly there are many critical issues facing the leaders of our institutions. Nevertheless, a college can have the finest financial systems, excellent facilities, and a superb administrative staff, but it will all be for naught if its academic programs are of questionable quality. To this end, program evaluation must be a top priority at every institution. High quality academic programs, once developed and implemented, can only be maintained through effective and ongoing evaluation.

STATE VERSUS LOCAL INTERESTS IN PROGRAM EVALUATION

President Colan Campbell of Wesleyan University in Connecticut, in a speech to his campus community, reminded staff that "obsolescence is not confined to automobiles and other products of technology. Academic programs . . . grow old too." That message can and should be heard by officials at both the state and institutional levels, and suggests that there is considerable common ground in their respective interests in and commitments to effective program evaluation.

At the same time, it must be noted that the perceived purposes for program evaluation at the state level can be considerably different from the motivations that exist at the local level. Accountability and cost considerations are typically the primary driving forces behind state-level program evaluation efforts. At the institutional level, on the other hand, the primary emphasis in evaluation efforts is on program improvement, with resource allocation an important but secondary concern.

Can these two perspectives be brought together within one process so that evaluation strategies and specific "tools of the trade" can be shared by several institutions throughout a state? The answer, in one state at least, is an emphatic yes!

BASIC PRINCIPLES IN DEVELOPING PROGRAM EVALUATION SYSTEMS

Most program evaluation systems are much more complicated than they need be. At its most basic level, program evaluation can be structured as follows: (1) evaluation criteria are established; (2) information is collected and programs are evaluated against the criteria, and (3) programs are then revised based on the results of the evaluation conducted.

There are obviously many criteria that can be included in any such program evaluation effort. A case can be made, however, that colleges need to look primarily at the *demand* for programs (both in terms of student enrollments and what employers say about available jobs), the *quality* of programs (the quality of faculty and student outcomes are most critical), and finally the *cost* of programs. Demand, quality, and cost—these are the key criteria in any program evaluation process.

Based on these criteria, a number of *instructional* decisions can be made. For example, learning

PDM FLAGS

ENROLLMENT AND AWARDS

No enrollment is indicated for the past two years

Enrollment decreased at least 10 percent and by ten students last year

Three-year average enrollment-to-award ratio more than twice state ratio

No awards are indicated for the past two years

Awards decreased at least 10 percent and by ten students last year

EMPLOYMENT

Less than 50 percent of graduates are employed in related full-time jobs

Satisfaction with preparation for employment 10 percent lower than state

Employment full-time in related jobs 10 percent lower than state

TRANSFER

Transfer rate 10 percent lower than state

Credit loss upon transfer 10 percent lower than state

Achievement of 3.0 GPA after transfer 10 percent lower than state

Transfer rate to related program 10 percent lower than state

Satisfaction with transfer preparation 10 percent lower than state

COST

Discipline cost is at least 20 percent over statewide discipline cost

Discipline cost is at least 40 percent over college average cost

Discipline cost increased at least 20 percent last year

Cost exceeds average college cost by 25 percent and enrollment less than 30 students

STUDENT SATISFACTION AND OTHER CRITERIA

Less than 70 percent of graduates achieved their goal

Satisfaction with instruction 10 percent lower than state

Goal achievement 10 percent lower than state

Insufficient graduate follow-up data—less than 10 respondents

Table I

Evaluations Conducted and Programs Discontinued, 1978-1984

	Number of Active Programs		Programs Designated for Evaluation														Programs Discontinued	
			1978		1979		1980		1981		1982		1983		1984		Total		1978-84	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
TRANSFER	84	21	-	-	1	2	16	33	3	6	14	29	8	17	11	22	53	16	-	-
OCCUPATIONAL																				
Business & Commerce	101	26	10	27	10	22	12	25	15	29	12	25	10	21	13	26	82	25	12	18
Data Processing	23	6	2	5	5	11	1	2	1	2	-	-	-	-	1	2	10	3	1	2
Health Services	66	17	8	22	6	13	1	2	11	21	7	15	6	13	6	12	45	14	12	18
Mechanical & Engr.	60	15	11	30	14	31	8	17	9	17	9	19	7	15	13	26	71	22	18	27
Natural Science	14	4	2	5	4	9	3	6	3	6	2	4	2	4	0	0	16	5	7	11
Public Service	48	12	4	11	5	11	7	15	10	19	4	8	15	31	6	12	51	15	16	24
TOTAL	396	100	37	100	45	100	48	100	52	100	48	100	48	100	50	100	328	100	66	100

objectives can be modified and instructional methods revised. Furthermore, one of four *management* decisions can be made based on the program evaluation process. Institutional resources committed to a program can be increased, the current commitment maintained, resources decreased, or the program terminated.

These decisions made in the program evaluation process are obviously only as good as the information on which they are based. Thus, the extent to which program evaluation is meaningful within an institution is directly related to the information available to support the process.

THE MARYLAND EXPERIENCE: A PROGRAM DATA MONITORING SYSTEM

The Maryland State Board for Community Colleges had developed a comprehensive information system to assist colleges in conducting effective and meaningful program evaluation. For each academic program at each college throughout the state, this Program Data Monitoring System displays enrollment and award data, information from student follow-up studies, and credit hour cost data on a one page computer printout (see Figure 1).

A Hewlett-Packard 3000 minicomputer is used to evaluate the data for each program against established longitudinal and normative criteria, the end result being a series of computer "flags" indicating that a program falls outside of certain tolerance limits built into the computer coding (see Box). These flags are then discussed with the colleges and used to identify several programs at each college that appear to be in some difficulty and in need of a more in-depth qualitative evaluation to be conducted at the colleges by college staff.

In short, the system consists of a two-step process. The first step is a *quantitative* review of community college program information by the State Board for Community Colleges; the second step is a *qualitative* assessment by the community colleges in response to specific questions raised by the State Board. The system relies on accurate and timely quantitative data as its foundation and strength. At the same time, the judgment of experienced college staff plays the more important role in the in-depth qualitative evaluations that complete the process each year.

What has been accomplished in the seven years that this system has been in operation? Many programs have been strengthened, learning objectives have been modified, advisory committees have been established where none existed previously, off-campus learning sites have been established for many programs, and a marketing perspective has been nurtured in all program areas. But perhaps most important from a state-level perspective, 66 programs have been discontinued in the past seven years (see Table 1). This has resulted in a direct cost savings of several hundreds of thousands of dollars, thereby providing resources that can and have been used to develop new program directions desperately needed by the colleges and their sponsoring jurisdictions.

State-level evaluation systems of this kind are generally not received with much enthusiasm by colleges. The Maryland system, however, has been well received and in fact relies on the direct support of college staff for its continuing main-

tenance and operation. The system has been successful for a number of reasons. First, it has been designed to be totally consistent with the academic year. For example, the in-depth qualitative evaluations occur when the faculty returns to campus in the fall. Second, the system is also coordinated with external reviews done by accrediting agencies, both regional and specialized. Finally, and most importantly, the system relies on college staff to make the tough instructional and management decisions that result from the evaluation process. The fundamental premise of the system is that Maryland's community colleges are striving to achieve program quality and that the colleges have the capacity for self assessment with the courage to take action on the results of those assessments.

CONCLUSION

Apart from the objectives of state-level educational agencies, colleges need to conduct comprehensive evaluations of their academic programs for their own purposes. Specifically, such evaluation is absolutely essential for effective decision making at the institutional level. A statewide approach to program evaluation, if done well, has the additional advantage of providing comparable information for all institutions throughout the state—information that is especially useful in the state-level policy making arena. The importance of being able to negotiate effectively in that arena cannot be overstated in the current environment of tight budgets and increasing competition for students by all segments of postsecondary education.

FIGURE 1

Program Data Monitoring System

10/06/81 SoCC PROGRAM DATA MONITORING SYSTEM

COLLEGE:

COLLEGE PROGRAM TITLE	YEAR IMPLEMENTED	CURRENT STATUS	HEGIS NUMBER
NURSING	PRE 1974	ACTIVE	7030103

PROGRAM NUMBER: 5209.01
HEGIS PROGRAM CATEGORY: NURSING, RN

CERTIFICATE: NOT OFFERED
ASSOCIATE: NURSING

FALL ENROLLMENT:	1977	1978	1979	1980	1981	1982
CERTIFICATE LEVEL						
FULL-TIME	-	-	-	-	-	-
PART-TIME	-	-	-	-	-	-
ASSOCIATE LEVEL						
FULL-TIME	90	113	176	198	145	130
PART-TIME	130	221	244	332	334	397
TOTAL HEAD-COUNT	220	334	420	524	479	527
AWARDS:						
CERTIFICATES	-	-	-	-	-	-
ASSOCIATE DEGREES	40	65	72	77	98	88
TOTAL ALL AWARDS	40	65	72	77	98	88
PERCENT FULL-TIME	33%	29%	42%	38%	31%	25%
FT ENR-TO-AWARD RATIO			1:1	1:1	1:1	1:1
STATEWIDE FULL-TIME ENROLLMENT-TO-AWARD RATIO (RATIO = 1/2 FT ENROLLMENT DIVIDED BY AWARDS 2 YEARS LATER)						1:1

SIMILAR PROGRAMS IN MARYLAND COMMUNITY COLLEGES:

COLLEGE	ENROLLMENT FALL, 1982 FT	PT	TOTAL	AWARDS 81-82 CERT	AA	SCH YR TOTAL
ALLEGANY	234	187	421	-	52	52
ANNE ARUNDEL	96	479	575	-	88	88
BALTIMORE	109	91	200	-	79	79
CATONSVILLE	241	903	1144	-	97	97
CECIL	43	54	97	-	-	-
CHARLES	40	23	63	-	35	35
ESSEX	122	652	774	-	79	79
FREDERICK	73	124	197	-	51	51
HAGERSTOWN	23	53	76	-	27	27
HARFORD	134	393	527	-	88	88
HOWARD	66	303	369	-	60	60
MONTGOMERY	50	144	194	-	79	79
PRINCE GEORGE'S	280	543	823	-	90	90
WOR-WIC TECH	17	30	47	-	27	27
TOTAL ALL COLLEGES	1531	3893	5424	-	752	752

STUDENT FOLLOW-UP STUDIES:

	1980 GRADUATES		1982 GRADUATES	
	COLLEGE	STATE	COLLEGE	STATE
NUMBER OF RESPONDENTS	28	388	38	415
RESPONSE RATE	39%		45%	
FULL-TIME JOB, DIRECTLY RELATED	50%	61%	79%	72%
FULL-TIME JOB, SOMEWHAT RELATED	7%	3%	0%	3%
FULL-TIME JOB, NOT RELATED	0%	3%	0%	1%
PART-TIME JOB	32%	27%	13%	13%
TRANSFERRED, NOT EMPLOYED	4%	1%	0%	0%
SEEKING WORK, NOT EMPLOYED	4%	2%	3%	3%
MILITARY, HOME RESPON, OTHER	4%	5%	5%	4%
TOTAL	100%	100%	107%	101%
TRANSFERRED, REGARDLESS OF EMPL	32%	12%	13%	10%
ACHIEVED PERSONAL GOAL	93%	96%	95%	98%
SATISFIED WITH INSTR IN PROGRAM	100%	94%	95%	94%
AMONG FULL-TIME EMPLOYEES				
MEDIAN ANNUAL SALARY	$14,040	$14,326	$16,400	$14,042
NO. REPORTING SALARY DATA	11	211	24	276
BEGAN NEW JOB AFTER COLLEGE	64%	45%	60%	65%
SATISFIED WITH EMPLMNT PREP	100%	91%	91%	95%

DISCIPLINE CREDIT HOUR COST IN NURSING, RN

	FY79	FY80	FY81	FY82	79-82 CHG
HIGHER ED PRICE INDEX	169	195	203	226	+34%
STATEWIDE COST:					
ALL DISCIPLINES	$80	$82	$83	$87	+9%
THIS DISCIPLINE	$127	$138	$133	$145	+14%
COLLEGE COST:					
ALL DISCIPLINES	$73	$82	$84	$91	+11%
THIS DISCIPLINE	$135	$157	$87	$105	-22%

THESE COSTS ARE DISCIPLINE COSTS, NOT PROGRAM COSTS: A SINGLE DISCIPLINE MAY SUPPORT SEVERAL PROGRAMS.

ANNUAL JOB OPENINGS, 1976-1982:

	BALT AREA	STATEWIDE
NURSES, PROFESSIONAL	975	1,439

JOB OPENINGS MAY ALSO BE AVAILABLE IN OTHER OCCUPATIONS. SEE DHR MANPOWER PROJECTIONS. SOME STUDENTS ARE ALREADY EMPLOYED WHILE ATTENDING THE COMMUNITY COLLEGE. THEREFORE, OPENINGS MAY NOT BE NEEDED FOR ALL GRADUATES. OPENINGS ARE FOR MARYLAND ONLY.

FOR QUANTITATIVE CRITERIA CHECKS INDICATE:

AWARDS DECREASED AT LEAST 10% AND BY 10 STUDENTS LAST YEAR.
DISCIPLINE COST INCREASED AT LEAST 20% LAST YEAR.

SOURCES: HEGIS REPORTS, FOLLOW-UP STUDIES, DEPT OF HUMAN RESOURCES "OCCUPATIONAL-INDUSTRIAL OUTLOOK" AND DISCIPLINE COST ANALYSIS. DATA ARE SUBJECT TO CONFIRMATION BY THE COLLEGE.

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Survey Responds to AACJC Request

Working together in partnership with other aligned organizations can bring all of us closer to realizing outstanding achievement in staff/leadership development.

By CAROLYN McCAIN

The AACJC Board of Directors has established a Public Policy Agenda with eleven goals for 1985. One of these goals that concerns professional and leadership development states: "Design a process to achieve vigorous programs of leadership training and professional development at the national level, and assist colleges in their efforts to improve leadership through staff development."

The National Council of Staff, Program and Organizational Development (NCSPOD) has been asked by AACJC to respond to the goal with recommendations for a process.

Prior to preparing a position paper for AACJC, the Human Resources Commission of NCSPOD mailed out a survey to all members of the organization to gather suggestions for such a process. The survey includes two parts.

The first asks for ideas for more systematic approaches to identify, validate, and disseminate information on exemplary practices in staff and leadership development. It asks for the kind of activities members find most effective and for the major problems/issues associated with current professional and leadership development programs.

Since NCSPOD has already developed and implemented parts of the process they will recommend, a second part of the survey gives members an opportunity to indicate which elements of the current NCSPOD process are best serving the needs of members and which need slight modifications or significant changes. Members are urged to support NSCPOD in this endeavor.

For those who may not have read the AACJC condition statement and recommendations relating to the goal for staff and leadership development, it might be helpful to summarize those ideas.

The AACJC condition statement describes multi-challenges to developers and leadership educators emanating from rapid changes in population, work conditions, communications, and technology. It speaks of changing values, reflecting ethnic, gender, and economic adjustments. It notes a world community, new kinds of labor movements, and new views of governance and managing power—all conditions guaranteed to impact education and the training of educators. It predicts the need for college leaders competent in more than one area, skilled in negotiations, and aware of shifting and growing trends.

The seven recommendations, in summary, focus on systems to identify, recognize, and share outstanding methods and practices broadly so that many may learn and benefit; on continued training in community college leadership education at all levels with emphasis perhaps on mid-management and priority on executive leadership development, but including community leadership development as well; on identification of crucial issues and trends impacting professional development and exchange of such information; and finally, on working closely with other aligned organizations for the benefit of all.

The first listed recommendation will be addressed by NCSPOD with most emphasis.

Other educators and persons interested in professional and leadership development are hereby invited to respond as well. Your ideas about how to highlight people and programs doing a good job, ways to validate the reported efforts of those in the field, and ideas for disseminating those practices and methods broadly with others would be greatly appreciated.

Please send your suggestions as quickly as possible to: NCSPOD Human Resources Commission, Dr. Polly Nash-Wright, Olympic College, 16th & Chester, Bremerton, Washington 98310-1699.

Working together in partnership with other aligned organizations can bring all of us closer to realizing outstanding achievement in staff/leadership development. Please lend your expertise to the task. Let's acquaint others with what is being done and has been done all along, and brainstorm the kinds of activities and services we might initiate to meet the future.

CAROLYN McCAIN is a member of the NCSPOD Human Resources Commission and works in the faculty development office at El Paso Community College, El Paso, Texas.

Providing The "Tools" to Set Institutional Goals

It is critical that projections of what the future goals of colleges will be are as accurate as possible in order that the skills, knowledge and attitudes of the staff will be developed in ways that contribute to, rather than detract from, these goals.

By DUANE E. ANDERSON

The literature today is filled with projections of what the future goals of community colleges will be. For the staff developer, it is critical that these projections be as accurate as possible, in order that the skills, knowledge and attitudes of the staff will be developed in ways that contribute to, rather than detract from, these goals.

Three types of projection strategies are generally employed: trend extrapolation, policy alternatives, and scenario building. Trend extrapolation uses a n underlying assumption that things will continue to do what they have done in the past. Future enrollments are usually projected on this basis, modified by such things as birth rates, high school graduates, college going rates, etc.

Mission trend extrapolations can also be made by tracing the changes that have occurred in the growth and development of the community college over its 85-year history and identifying the significant technological, economic, and legislative influences that have impacted that mission.

Policy alternatives projections use a delphi approach which utilizes the considered opinions of "experts" in arriving at what the future will hold. The weakness of this approach is that many times these experts have vested interests, or aren't privy to all of the facts or just plain don't know what they are talking about.

The final approach is called scenario building and if used properly holds a great deal of promise for helping the staff developer get a fix on the future direction of his or her institution. In contrast to the experts' ready-made scenarios one finds in the present literature, this prescription is suggesting a "shared" scenario building strategy. This approach is further supported by a strong belief in the pygmalian, self-fulfilling prophecy concept which seems to indicate that shared beliefs in the occurrence of an event helps to bring it about. The second important aspect of this prescription is the attempt to validate the scenario rather than just present it.

Situation

Everyone in the institution is convinced that change in the organization's operation is inevitable and imminent, however, there is no consensus on the nature and direction of that change. Attempts at conducting a dialogue concerning the change results in an exchange of philosophic platitudes that only serve to harden the positions of the two disputing parties. The tugging and pulling is producing factions with each side attempting to win its point without regard for the impact on the total institution. Many points of view are ignored completely and the needs and interests of the students seem to have taken a back seat.

Diagnosis

The problem is not the lack of sincerity or conviction on the part of those attempting to find the "right" direction for the institution, but a lack of effective "tools" with which to do the job. Many of the staff are equipped with the proper tools to solve problems within their own disciplines or trades but have not been exposed to those same processes when it comes to solving organization issues.

Prescription

The "tool" or technique being offered in this prescription requires patience and trust on the part of the participants and a great deal of tact and risk taking on the part of the facilitator. Kurk Lewin's *Force Field* analysis offers some hope for groups caught in the situation here described. Lewin suggested that the "field" be viewed as an arena where identified forces either served as "driving" forces that are pushing the current

situation toward a new position or "resisting" forces that are attempting to prevent the situation from moving in that direction.

By focusing on the forces and attempting to realistically estimate the strength of these forces, groups can become more analytical and less philosophical in their approach in reaching consensus on the direction the organization should take as it moves into the future.

An example recently used by this writer involved the extent to which the institution should increase, decrease or eliminate its remedial (developmental) activities. Strong emotions were generated by discussions featuring such comments as, "These people have already had a public-supported opportunity to learn to read and write in elementary and high school, why should the community college devote its scarce and dwindling resources to that activity?" or, "The peoples' college has a mission to meet the needs of all of its clients. Everyone deserves a 'second chance' in democratic community colleges."

Neither of these arguments provided a basis on which thinking people could resolve such an important issue that would have far-reaching implication for the future direction of the college. The facilitator suggested that people from both sides of the issue be placed on teams to identify the "driving" and "resisting" forces. Thorough and objective research was expected from each group. Reference was made back to their own disciplines that guided them toward a more analytical and less philosophical approach. Both the auto mechanic and the biologist could recognize that the solution to this problem, like the cause of a missing engine or the discovery of an antibiotic, required attention to facts (forces), not philosophy.

These forces were then displayed in a diagram form to provide a visual impact. It is true that not everyone agreed on the assigned "weights" to each force, and there were some who still said, "OK, the evidence seems to indicate that we should go in this direction, but I still don't like it." The majority of the people, however, found the "process" made sense and should be the basis for future discussions of this nature.

If this activity is to be tried in a "one shot" format, the facilitator will have to provide the majority of the data; however, every attempt should be made to draw "forces" and "facts" from the participants. It is wise to narrow the focus of the issue as much as possible so that specific rather than generalized data can be presented.

Reactions to this regular feature are invited by DR. DUANE ANDERSON, Director of the Office of Community College Affairs, N491 Lindquist Center, University of Iowa, Iowa City, Iowa 52242.

COMMUNITY COLLEGES, THE FUTURE, and SPOD

This thought-provoking book by The Future Trends Commission of the National Council for Staff, Program, & Organizational Development helps to answer some of the most pressing questions facing postsecondary educators today. COMMUNITY COLLEGES, THE FUTURE, AND SPOD explores the confusing web of reflection, reevaluation and questioning common in higher education today. The book seeks to share a national discussion, and shows that we are not hapless victims of a capricious future. We can construct our own view of a preferred future. We can analyze the trends around us in order to predict a probable future. We can put these two concepts together and, in an active way, do much to shape the future in specific directions. The questions are thus, "What future do we want—what future will we build?"

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The JOURNAL of STAFF, PROGRAM, & ORGANIZATION DEVELOPMENT

VOLUME 3, NUMBER 4 WINTER 1985 ISSN: 0736-7627

A NEW ORGANIZATIONAL REALITY:
STUDENT SERVICES IN PARTNERSHIPS – Page 119

The JOURNAL of STAFF, PROGRAM, & ORGANIZATION DEVELOPMENT

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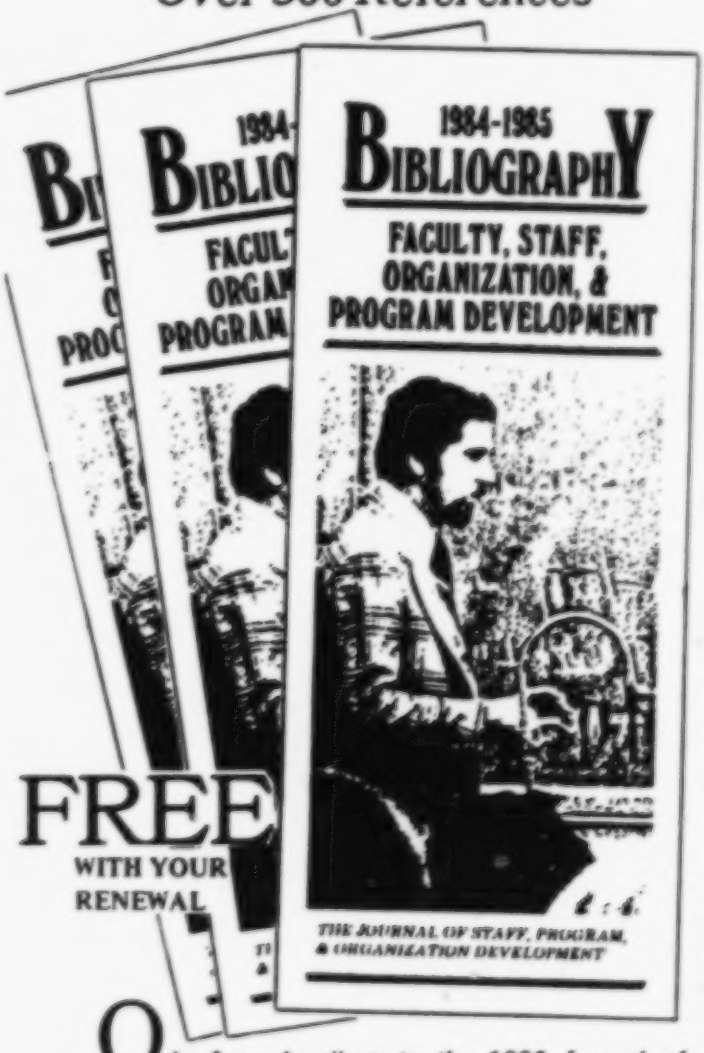
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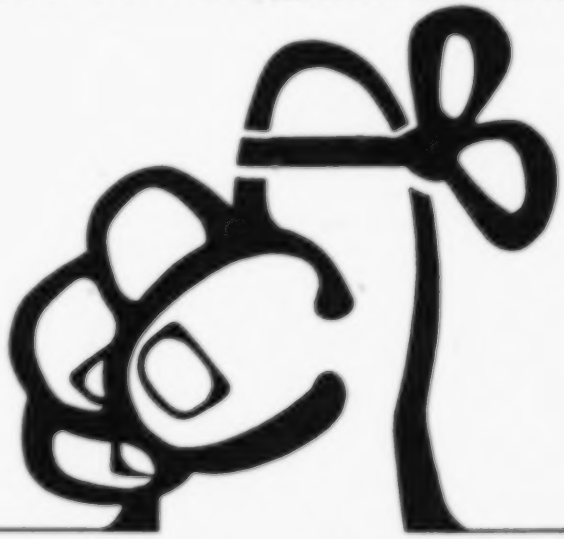

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CONTENTS

Volume 3, Number 4 Winter 1985

Organizational Vitality: Possibility or Pipe Dream? 115
The change from an organization which lacks vitality to one which possesses it requires moving from a static organization structure to an open one.

A New Organizational Reality: Student Services In Partnerships 119
The following series of articles, prepared by members of NCSD, outlines the merits of new partnerships between student services professionals and other administrative units within institutions.

A New Leadership Role in Student Development Services 121
The author suggests that professionals in the student development services field have worked under a self-imposed philosophic uncertainty.

Student Activities = Student Development 125
Student Activities can become the most visible link between Student Development and the instructional program.

Issues for Student Development Educators 128
Community college student development staff have a major stake in ensuring that comprehensive missions are implemented.

The Rise and Fall of a Career Decisions Program 133
The development, success and termination—due to changes in leadership and management—of a six-year Career Decisions Program is described.

The Community Career College 137
Student services professionals can assume a leadership role in developing partnerships with community groups by assertively defining and extending not only career information resources but also a myriad of student services.

Comment 114
Take Note 114
NCSD Spring Update 141
NCSPOD Sponsors Workshops 142
Prescriptions 143

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COMMENT

NCSD Sponsors Issue

Writers suggest rewards to come from new partnerships.

By GORDON WATTS

In this issue members of the National Council on Student Development, through that organization's affiliation with the *Journal*, have worked to coordinate the efforts of several writers focusing on the theme of new partnerships between student services professionals and other administrative units within institutions. Stephen Herman must be commended for his work as editor for NCSD in this theme-issue endeavor. His introduction to the five NCSD articles begins on page 119.

The timely ideas presented by these writers certainly are of interest to all professionals in higher education—especially staff/organization development professionals—as they suggest many rewards from new "partnerships" for all involved. As John Keyser states, a new reality is upon us.

As with the last theme issue —sponsored by the National Council for Instructional Administrators—I would like to urge readers to react to the suggestions offered in these articles.

In a separate article within this issue, Mary Klatte addresses various features of that "hard-to-define, yet preferred entity," organizational vitality. In the course of her discussion, she provides a review of the thoughts of several authorities on the subject.

As always, we are in search of articles outlining exemplary practices in professional development. I urge you to take those first few steps toward writing down an explanation of what's working especially well for you. Submit your finished product to the Editor, *Journal of Staff, Program & Organization Development*, P.O. Box 876, Stillwater, OK 74076.

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Organizational Vitality: Possibility or Pipe Dream?

The change from an organization which lacks vitality to one which possesses it requires moving from a static organization structure to an open one.

By MARY ELLEN KLATTE

MODERN ORGANIZATIONS that are concerned with higher productivity, efficiency, and the well-being of their employees are intensely interested in organizational vitality. Organizational vitality denotes life, energy, vigor, and viability in a structure. The presence of organizational vitality is indicative of health and wellness; the absence of decay and decline. For complex organizational structures in business, industry, government, and education, it is most desirable that the characteristic of vitality be present. What are the features of this hard-to-define, yet preferred, entity?

FEATURES

People are the key to organizational vitality (Elsner, 1984). This is true regardless of the particular organization. Those in charge recognize this by making it possible for individuals within the organization to be involved. This can be accomplished by seeking and utilizing input, by looking inward at internal resources. Employees can be involved in planning. This process begins by allowing access to the procedures of how decisions are made (Freeman, 1984). It is a who, what, how process which involves wide-open discussion. It is a "bottom-up" rather than a "top-down" approach that encourages ideas from the bottom (Johnson, 1984). It requires a willingness on the part of those in charge to respond to input (Freeman, 1984).

Vital organizations care for people because they realize they are the most important resources of the organization. These organizations "make creative use of (their) human resources" (Johnson, 1984) and have staff/employee development activities going on all of the time (Elsner, 1984). There is renewal at the work group level. This can be accomplished by allowing employees to design and be involved in the entrance/exit of individuals into and out of the organization; by awarding performance of a high caliber; by putting into place strategies which prevent or lessen discord; by providing financial and retirement counseling; by innovative procedures, such as the use of flex-time; by providing clear promotional ladders and making use of "buff and polish" for the people from within (Johnson, 1984). As a result of the use of activities like these, organizations will have increased productivity and higher levels of quality (Keller, 1984).

This ingredient, quality, is a second feature of organizational vitality. Those structures which possess vitality, also process a wide awareness of quality and a desire to be first-rate (Keller, 1984). Being first rate means providing a quality product. This can be achieved by insisting on only the best—inputs and outputs. Lee Iacocoa has said, ". . . are you building a quality product and are you willing to stand behind it?" If the answer is "yes," this is an indication of an organization with vitality.

Quality can also be achieved as a result of focusing on the mission of the organization and generating the efforts of the organization toward the accomplishments of that mission (Drucker, 1973).

Another feature of organizational vitality is its (progressive) leadership. Those in charge are committed to the organization. They have moral values, are loyal to their colleagues, evoke loyalty, and allow and support innovation. They attend to critical organizational processes, provide for input from below and foster mutual respect (Casteen, 1984). They are consistent, intellectually honest, and have good people skills (Weil, 1984). They are daring and courageous, have vision and act with purpose. They expect and get quality by motivating others to perform beyond the ordinary. They ask for and get accurate and up-to-date information (Keller, 1982).

This type of leadership is willing to inform those under them about what is happening in the organization. This open communication takes place under all types of circumstances, whether there be growth or decline. If change is occurring, this leadership is informative and allows for involvement. In periods of rapid change, such as many organizations face today, the need for information and involvement is heightened.

Vital organizational leadership asks the right questions and then listens to varying constituencies below them for answers. Good communication is essential and in the process, this leadership is willing to accept criticism. They are scrupulously fair in their dealing with others (Keller, 1984).

This type of leadership provides incentives and rewards (Trani, 1984). This could be in the form of profit-sharing programs or incentives for savings. In this way employees would have a sense of having a stake in the organization's long-term future (Hays, 1984). On the other hand, in organizations staffed by professionals, incentives could come in the form of public recognition, enhancements of sabbatical leaves, summer stipends, release time, and salary increases (Trani, 1984).

James MacGregor Burns has described great leaders as those who are sensitive to the fundamental needs and values of others. In relation to organizational vitality, this same characteristic is present among the leadership. They are keenly aware of the importance of others. When this idea is conveyed, it has far-reaching consequences for the positive attitude present in such organizations.

Theory Y espoused by Douglas McGregor emphasizes the need to integrate individual goals with those of the organization thus making the job (position) the principle means through which each employee can enlarge their competence, self-control, and sense of accomplishment.

This integration is carried out by and through leadership which is aware of the importance of this process, for the organization and the individuals who make its functioning possible. This leadership manages through people and provides for levels of responsibility at the work group level (Hays, 1984). This leadership is aware that human needs are hierarchical. The formulation set forth by A. H. Maslow (1954) indicates that a man is a creature of ever-expanding wants. Once his basic needs are satisfied, others take their place. Thus, man's needs may be ordered in a hierarchy, starting with his basic biological requirements and proceeding through a series of levels, each more intangible than the preceding one. To satisfy his needs, man expends energy; but once a need has been fairly fulfilled, it no longer acts as a motivating force and man's efforts are then directed toward satisfying the needs of the next level in the hierarchy. In this hierarchy of need, Maslow has identified five levels:

1. Physiological needs. These are the needs for food, water, air, shelter, rest, exercise, and others required to satisfy the biological demands of the human organism.
2. Safety needs. These are needs to be free from fear of deprivation, danger, and threat, on the job or off.
3. Social needs. These are the needs people have for gregariousness and social interaction. People like to group together for many purposes of life. They need to associate, to belong, to accept, and be accepted, to love and to be loved.
4. Ego needs. These are the needs for reputation, self-respect, and self-esteem. People need to feel competent and knowledgeable. They need respect, recognition, and status.
5. Self-actualization needs. The need for the realization of individual potential, the liberation of creative talents, the widest possible use of abilities and aptitudes—in short, for personal fulfillment.

It should be noted, however, that these needs overlap and are interdependent. A higher, less tangible need emerges before the lower one is fully satisfied. Thus, Maslow has estimated that in our society, the average citizen is about 85 percent satisfied in their physiological needs, 70 percent in their safety needs, 50 percent in their social needs, and 40 percent in their ego needs, but only 10 percent in their self-actualization needs.

Since we live in an economy where the basic needs are reasonably well taken care of, more and more people today tend to be motivated by the intangible rewards offered by the higher levels or the needs hierarchy. It is these motivating forces which organizations with vitality tune into and which the leadership of these organizations utilize.

Another way of viewing human needs is defulfillment. He discusses six potentials for human fulfillment which are physical, emotional, social, intellectual. aesthetic, and spiritual. Vital organi-

zations are aware of these and their leaders seek to provide the means by which human beings can attain their fulfillment in the organization.

In searching for a handle to indicate organizational vitality, Maher (1981) focused on the fact that such organizations provided their members with the proper level of security and respect and that they introduced on a continual basis challenge and stimulation to call forth creativity. Additionally, these organizations recognized those who made significant contributions. In other words, the leadership of these organizations was attuned to the higher levels of needs as described in Maslow's hierarchy and in the potentials for human fulfillment described by Overly.

If organizational vitality includes these features: an emphasis on people and their importance as the major resources of an organization, an emphasis on quality of outputs, and an emphasis on dynamic/progressive leadership; how can organizational vitality be generated?

Vitality can be generated when the need for it is felt. An organization will want to achieve a state of improvement when it feels and sees a need. This need may be expressed by a desire for increased effectiveness. This need most generally will be articulated by those in a position of power and responsibility, though it may be generated from the work group level. The manifestation of this need will take the form of planned change (Lippitt, 1982).

The planned change associated with the generation of vitality in an organization takes the form of vitality itself. It includes involving the individuals of the organization in the process of change, providing accurate and complete information as well as an avenue to voice objections, providing adequate motivation which will make change worthwhile, and developing a trusting climate in which change may occur (Lippitt, Ch. 2).

The change from an organization which lacks vitality to one which possesses it requires moving from a static organizational structure to an open one.

A static organization has a rigid and hierarchial structure which maintains a reverence for tradition and rigid role definitions for those involved. The atmosphere of such organizations is internally competitive, task-centered, and aloof. Management sees its role as controlling through the use of coercive power. Such management has little tolerance for risk or ambiguity. Decision and policy making in such a static structure are largely made at the top of the organization and are regarded as final. Communication in this type of organization is restricted and usually in a downward direction. As a result, those involved in the structure find it necessary to repress feelings which deviate from that desired by management.

An open-systems organization has a flexible and functional structure which maintains a readiness to depart from tradition. The atmosphere of such organizations is goal-oriented, people-centered, caring, and intimate. Management sees its role as supportive and allows for risks, since even errors can produce a learning situation. The philosophy of this management emphasizes personnel development and maintains a high tolerance for ambiguity. Decision and policy making in an open-systems structure are made by collaboration of all those affected. Such decisions are treated as hypotheses to be tested. Communication in this type of organization is open and moves upward as well as downward. As a result, those involved in the structure are encouraged to express feelings (Knowles, 1978).

As a consequence of creating organizational vitality through an open organizational structure, various individual, group, and organizational behaviors will be present.

Individuals will be able to hear and respond openly to the ideas of others and to enter into and establish enduring relationships. This in turn will allow for the development of a team syntality (personality) and synergy (the group output is greater than the sum of individual outputs). Cooperation becomes the key for achievement. The resultant organizational behaviors include the development of common goals, human relations development, data-sharing through linkages between individuals and groups, and a responsiveness to the larger community beyond the organization (Mink, et al).

The end result will be improved productivity, greater efficiency and creativity, better service, a stimulation of good ideas, and happier, healthier individuals and organizations. Organizational vitality may provide renewal for organizations which impinge upon so many millions of human lives in the world today. It a challenge: for business, industry, government, and education, in the final fifteen years of the twentieth century.

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COMMUNITY COLLEGES, THE FUTURE, and SPOD

This thought-provoking book by The Future Trends Commission of the National Council for Staff, Program, & Organizational Development helps to answer some of the most pressing questions facing postsecondary educators today. COMMUNITY COLLEGES, THE FUTURE, AND SPOD explores the confusing web of reflection, reevaluation and questioning common in higher education today. The book seeks to share a national discussion, and shows that we are not hapless victims of a capricious future. We can construct our own view of a preferred future. We can analyze the trends around us in order to predict a probable future. We can put these two concepts together and, in an active way, do much to shape the future in specific directions. The questions are thus, "What future do we want—what future will we build?"

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A New Organizational Reality: Student Services In Partnerships

The following series of articles, prepared by members of the National Council on Student Development, outlines the merits of new partnerships between student services professionals and other administrative units within institutions. The authors thus look toward a future vitality of student development services.

By STEPHEN HERMAN

LIKE CORPORATIONS AND BUSINESSES, colleges are organizations. To manage well the complex functions they need to execute, they organize themselves into divisions and subdivisions for distributing responsibility and labor. While organization is a necessity, it exacts an institutional price, often unnoticed.

Inherent in divisional structure is a distribution of goals and responsibilities that give rise to shared activities and procedures. These, in turn, establish an intradivisional network of associations and attitudes that erect barriers to extradivisional cooperation and experiment.

This condition has worked to the detriment of student services divisions. Because divisions become encased in their own network, their value to the organization as a whole may not be fully appreciated outside. Yet student services professionals have special talents and skills. If applied outside their customary range and setting, they can yield handsome institutional benefits, previously unrealized.

In the summer of 1984, the National Council on Student Development and The American College Testing Program sponsored a national colloquium that resulted in "The 1984 Traverse City Statement: Toward the Future Vitality of Student Development Services" (Keyser, 1985). One of the statement's leading themes is strengthening partnerships within and without the college. The following articles discuss the merits of partnership and present some examples.

John Keyser believes that student services leaders need to prepare for, and be major partners in, a "new reality" already manifesting itself in models that integrate traditionally discrete administrative units. Keyser notes that at some colleges, experiments are underway to integrate student and community services, at others academic affairs and student services, etc. He calls for a new student services leader, a generalist who has sufficient flexibility and capability to manage effectively an integrated system of services and functions.

Gregory DeCinque recommends greater integration of student activities and academic affairs. He believes that practical and prudential considerations are redirecting student services professionals away from student development and client-centered services and that student activities may well be the "last bulwark" against eroding commitments. He believes that student activities can best sustain its student development and educational role through partnerships with faculty.

Together faculty and student activities professionals can develop a total educational package including classroom instruction and social and cultural activities to support and enhance the student's overall education.

Deborah Floyd and Lois Weihe argue that student services personnel should assume a more comprehensive role. They note that non-credit students comprise a substantial population at most community colleges and that these students have the same needs as credit students for orientation and assessment, career decision making and planning, academic advisement and career course scheduling, and transition to other courses, colleges, and jobs.

Ronald Steinke also believes that effective partnerships can be forged between student and community services divisions. He describes an intensive, short, task-oriented, and self-funding Career Decisions Program offered cooperatively through two units of the college—Student Development and Community Services. He describes the different roles assigned to each, the program's financial and programmatic success, and its ultimate demise, attributed to structural change in the partnership.

Jack McDonald's paper focuses on external partnerships. He discusses various activities student services can conduct in the community. He describes a career center that serves local residents without charge, student services staff efforts to support regional economic development and provide good career information and guidance to workers and the unemployed, and student services cooperation with the local public schools and guidance staff to enhance access to career and educational information and decision making.

Taken together, these papers create the impression that student services is at the edge of large-scope redefinition as a profession. Its traditional roles need no longer limit its institutional activities or value. As Keyser suggests, a "new reality" is upon us. If we take notice, we may be able to frame partnerships that will help shape it.

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AUTHOR OF *EVALUATING FOR EXCELLENCE*

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Dr. Andrews can assist in the area of board policies for evaluation, developing appropriate evaluation tools, getting an "administrative evaluation team" started, coaching faculty into improvement, merit recognition, and termination procedures for both non-tenured and tenured faculty who fail to improve. Dr. Andrews has made presentations both nationally and throughout the mid-west on this most sensitive and important topic.

An NCSD-Member Article

Toward A New Leadership Role in Student Development Services

The author suggests that professionals in the student development services field have worked under a self-imposed philosophic uncertainty. A solution to this problem is proposed and directions for a new philosophic vitality are addressed.

By JOHN S. KEYSER

SHORTLY AFTER I completed my undergraduate degree, my parents and I took one of our many canoe trips in Canada. I was paddling stern, my Dad was in the bow and my Mother was in the middle of our canoe. It was late in the day, we were tired and the wind was blowing hard and full in our faces. White caps were breaking all around us, frothing a warning against turning broadside into the waves. Our experience told us to keep heading into the treacherous waves, making a long and arduous paddle, until we had gone far past the campsite. We could then turn and go with the waves, having the wind at our backs, all the way to the campsite.

I can remember reaching the point of strategic decision making. That is, how far past our destination should we go before turning the canoe? How long should we paddle against the waves? To turn too soon held the greater risk of capsizing. To wait too long would tax our tired bodies and take us further from our destination.

As student development professionals, we have been paddling against the waves for too long. We need to make the turn and feel the wind at our backs instead of in our faces.

What are these waves against which we have chosen to labor?

A PHILOSOPHIC PROBLEM

The highest and most formidable are the waves of philosophic uncertainty. Paul Elsner (1985) states:

> No genuine consensus exists about the nature of, need for, or direction of community college student service programs. A model for change seems to elude most leaders. . . leaders of community colleges and student services staffs agree on one point: the student service function needs an infusion of new ideas, new approaches, and a new reason for being.

Terry O'Banion (1985), one of our only gurus, expressed a similar thesis:

> After review, the philosophic cornerstones of our profession—regulation, assessment, counseling and maintenance—conclude that the student services function appears to be no better off today than it was 20 years ago.

And Ernie Leach (1985), one of our exemplary thinkers, concludes:

> While the In Loco Parentis Model was too narrowly institution-oriented, both the Student Services Model and the Student Development Model were narrowly student-oriented. Moreover, many instructional colleagues were incensed by the idea that a small group of counselors or student development specialists would attempt to take credit for student development, whereas they perceived the primary role of instruction to be student development.

My observation is that we have "modelities," a philosophic paralysis which keeps us paddling despairingly into the wind.

The best example of this is an article which recently appeared entitled "Student Affairs: A Profession in Need of a Philosophy." (Stamatakos, Rogers, 1984). The authors contend that:

> Until the profession addresses and deals forthrightly with the apparent incompatibilities, inconsistencies, and omissions that are implied within and between a philosophic model put forth in a 1949 publication entitled *The Student Personnel Point of View* and a different one which appeared in a 1975 publication entitled *Student Develop-*

ment Services in Post Secondary Education, our profession will remain schizophrenic and tenuous in higher education.

This over-concern about philosophy and models has kept us ruminating instead of doing. In some cases it has meant that the winds of our internecine debates are blowing us backwards. I would like to believe that we in community colleges are less guilty of this charge than are our colleagues in the more philosophically-based environment of the university. I have not convinced myself, however, that this is an accurate judgment.

A LEADERSHIP RESPONSE

I don't deny that philosophic models are important. I am simply and urgently concerned that we don't continue a search for philosophic utopia which constrains and limits our success.

Last summer, thirty-two student services practitioners answered this concern by participating in a colloquium entitled *Toward the Future Vitality of Student Development Services* (1984). The outgrowth of our five days of professional dialogue, *The Traverse City Statement*, defines the major issues facing the profession and reaches some consensus on an agenda for local and national action. The statement clearly and strongly defines a broad and comprehensive role for the student development professional. The statement calls for student development professionals to take a bolder and broader campus and community leadership role and be at the forefront in creating positive change by:

1. Contributing to quality reaffirmation and program accountability.
2. Strengthening partnerships with community constituencies.
3. Strengthening partnerships with internal constituencies.
4. Creatively managing resources.
5. Creatively managing enrollments and contributing to student persistence.
6. Using educational technology.
7. Integrating student development into the educational experience.

The statement elaborates on specific actions which can and should be taken by members of our profession to achieve these general and lofty changes.

The significant thing about this statement is that it is a clear message from thirty-one student services deans who have been active on the national scene. The clarion call is for *action, and action within a college-wide and community-wide context.*

If we are to succeed as student development professionals, we should have less concern for philosophic models and theories that relate to student development and more concern for becoming outstanding leaders, managers and educators for the college.

This is not a new debate, but it surfaced again when what we believe is an action plan for excellence was reviewed by several deans' groups. Although generally well-received, one critique of the statement was that "It reads like something which was written to please college presidents." The most common criticism, however, related to its absence of philosophic breadth.

It is time to let our actions define our philosophy rather than waiting for a philosophy that will define our actions. Harold Geneen (1984), president and chief executive officer of International Telephone and Telegraph from 1959 to 1977, has this to say about his experience and his escape from the "philosophical/theoretical trap:"

> In more than 50 years in the business world, I must have read hundreds of books and thousands of magazine articles and academic papers on how to manage a successful business. When I was young, I used to absorb and believe those theories and formulas propounded by professors and consultants. They told me how to increase productivity, sales, and profits while keeping the management staff, production-line workers, and shareholders prosperous and happy. Their reasoning was always solid and logical, the grains of wisdom true and indisputable, and the conclusions inevitable.
>
> But when I reached a position in the corporate hierarchy where I had to make decisions that governed others, I found that none of these theories really worked as advertised. Fragments here and there were helpful, but not one of those books or theories ever reduced the operation of a business, or even one part of a business, to a single formula or an interlocking set of formulas that I could use. Even the fragments I took from books had to be applied with care and judgment in the real world of business.
>
> In fact, in all my years at work, I have never come across a chief executive who tried, much less succeeded, in running his company according to any set formula, chart, or business theory.

My point is this: the college and the community should define our focus, not "The Profession." We have spent far too much effort, pointing out how we are a separate and different profession, when we should have been developing a common ground for our shared responsibility with other community college professionals. We have tended to emphasize the differences rather than the similarities.

FUTURE VITALITY

Of course the philosophic context will remain important. Any action plan for excellence draws its energy from a vision, a philosophic context or model. I conclude, however, that the vision, the philosophy, the model is already in place. It is the vision, the philosophy and the model of the community college. It is that growing body of knowledge about the formula for student success, how different people learn, and how effective teachers teach.

The university training programs, of which we are all products, have reinforced how we are a separate and different profession and unintentionally narrowed our field of vision. The schools of education aren't training generalists who become educational leaders as much as they are training specialists who are managers of vocational programs or managers of student services programs or managers of adult education programs, and so on. They have the same fundamental flaw for which MBA programs have, especially in recent years, been so strongly criticized.

The curriculum lends itself to conveying information about management (people doing certain things) and not leadership (energizing or empowering people to follow a certain course of action with enthusiasm). They deal with the segments of the community college, but fail to integrate and synthesize these segments in the context of strategic planning and decision-making. My interpretation of the current trends in the student services field is that we will continue to need good management in the counseling, advising, financial aid, admission and records, and placement areas. But, beyond that, we need strong leadership and strong leadership won't come from simple advocacy of the importance of student development services. It will assume that we are essential ingredients in the recipe for effective teaching and learning, in getting students started right and keeping them on a course of success, and in facilitating their transition to work, to a university, or to some other station of life.

All of us, practitioners and philosophers alike, must begin to create a new reality, for the new reality is already shaping us. For instance, we now have some deans who are responsible for student services and community education, others who are responsible for student services and business affairs, and still others who are responsible for student services and instructional support services. One college in the Northwest has a student services program for which three different deans have some responsibility.

In a recent article (Keyser, 1985), I made an attempt to evaluate the approaches which integrated instruction and student services. In what has been received as heresy by some of my colleagues, I concluded that the integrated organization compared to the traditional dean of students scheme deserves consideration as one possible strategy to achieve a common focus on the student. At least, it appears to have some potential, in some situations, for overcoming the barriers related to the traditional pattern of organizing separate suborganizations to manage student services and instruction.

> The student development movement has contributed much to the organizational and philosophic foundation for meeting the many special needs of community college students. It is vitally important that *all community college employees* be defenders of this faith. Faculty, staff, and managers should be student advocates, sensitive to the unique characteristics and needs of each student and disposed to respond in a helping and caring manner. In reality the student development philosophy *is* the community college philosophy.
>
> This spirit should transcend any debate about the relative effectiveness of different organization models. Our success will depend on translating this educational commitment into quality programs for students. How community college leaders achieve the effective synthesis of all programs and services to maximize the potential for each student's success is the continuing and fascinating challenge of our enterprise. (Keyser, 1985, p. 9)

We have paddled against the whitecaps for too long. It is time to turn the canoe and feel the wind at our backs. We have shipped some water, but if we go with the waves we will find our campsite and the rest and sustenance which we need to continue our journey.

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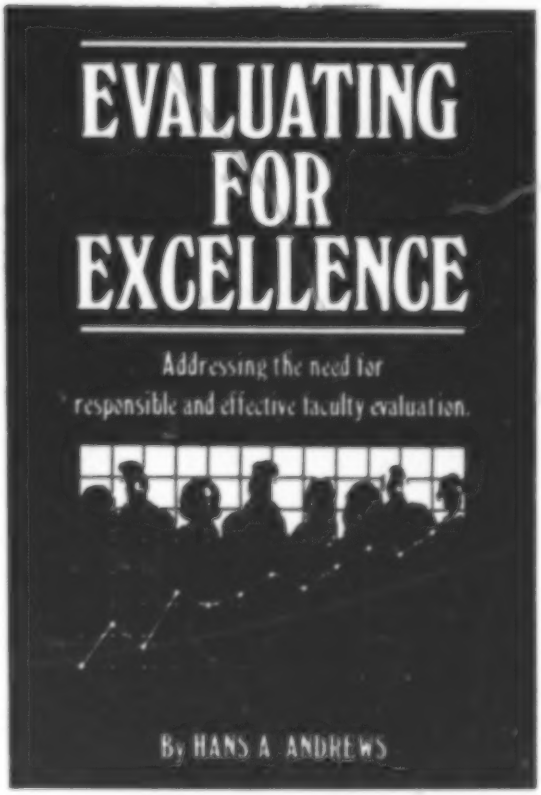

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An NCSD-Member Article

STUDENT ACTIVITIES = STUDENT DEVELOPMENT

Student Activities can become the most visible link between Student Development and the instructional program, but only if Student Activities professionals understand that their ready access to students and resources gives them an excellent opportunity to become full partners with the academic program.

By GREGORY DeCINQUE

STUDENT ACTIVITIES is an area of student development often considered to be the least "professional" and thus the most apt to be sacrificed in times of severe financial constraints. Outside of a few programs in career services and some counseling workshops, most of the work now being carried out under the name of student development is *process-*, rather than people-oriented.

Efforts to appease the requests of presidents and boards for increased planning, monitoring, and related paperwork tasks are being accomplished at the expense of jeopardizing the original intent of this institutional component. In many cases, student development professionals spend more time working with computer printouts than with students. What, then, do we mean by student *development?* And how does student activities fit within that definition?

In most community colleges, student activities encompasses a wealth of traditional functions generally considered important to the vitality and quality of the institution—intramural and intercollegiate athletics, facility management, leadership training, day care centers, college-wide activities (e.g., lectures and films), and student interests (e.g., government, health services, discipline, publications, orientations, and organizations).

Yet, in spite of this display of confidence, student activities is typically seen as an "add-on" and, as such, granted minimal prominence within the overall rubric of student development. This is indeed unfortunate since, as the most visible and accessible link between students and the institution, student activities *should* be considered a significant component of any school's student development program.

CLASSIFYING STUDENT DEVELOPMENT: SOME RECENT ATTEMPTS

Maricopa District Chancellor Paul Elsner recently proposed that student services should be "re-directed." In G. A. Vaughn's *Issues for Community College Leaders In a New Era* (1983), Elsner divided student services into three classifi-

cations: *Institutionally Based services*—those which provide basic processing and record keeping; *Situationally Based services*—those required by the location or special nature of the institution; and *Special Interest services*—those meeting the needs of special populations.

Elsner believes that institutional services are those which no organization could do without, and includes admissions, records and financial aid in this classification. His system may be technically correct; however, there is nothing which theoretically or programmatically identifies these service activities as an essential part of any student development philosophy. These functions can legitimately be assigned to the administrative or business services division. Consequently, to tie the future of student development to them is a mistake. Although many student development deans are placing their primary emphasis and support on these institutionally based services in response to presidential influence, the real future of student development lies in another direction.

The recent Traverse City Statement (Keyser, 1984), is another attempt to determine the direction, and thereby the future, of student development. This document advocates a philosophy which promotes a much greater role for this area in both the provision and support of *educational* services. It consists, however, of a long series of recommendations, with few or no guidelines for implementation.

Such a smorgasbord approach will, in the long run, do little to give community college student development programs a mission which is uniquely their own. As a document for stimulating discussion, the Traverse City statement is excellent, but it provides little focus for the day-to-day practitioner.

Student Activities Means Student Development

Student development components today should be carrying out important roles as supporters and providers of educational services. As Roueche (1980) so clearly points out, higher education has not generally done a very good job at teaching the whole student; people need much more skill in coping in the social context. Yet, the focus has shifted *away* from the holistic development of the student. Social, economic, and political trends have prodded student development practitioners to return to the role of monitors of student behavior. Student activities is now becoming what student development was intended to be, and may emerge as the last bulwark of the original *development* philosophy.

This reality, which few schools have had the time to acknowledge or evaluate, suggests a very significant change in the role of the director of student activities. She or he must be aware that this area of responsibility can no longer be viewed as the "fun and games department," but as a critical aspect of students' total curriculum. Let me explain.

From one perspective, student activities may be considered in much the same way as any area of responsibility which fits the definition of "high technology." Just as high-tech involves an integration of two or more disciplines, student activities often ties theories of leadership, motivation, communication, group behavior, and psychology, with organizational functions such as planning, budgeting, controlling, managing, and directing—all in an effort to provide needs-based, campus-wide social, cultural, educational, and recreational programs. Students benefit by participation in the specific activities and/or by playing a role in the planning and implementation.

Just as a faculty member has a specific body of knowledge, a discipline or a subject area which he or she delivers to the student in some systematic, structured manner, the student activities director must involve students in life experiences which will potentially serve them at least as well as academic coursework. This cannot be done haphazardly. The skills learned are highly valued by future employers.

Thus, student activities directors are, or should be, more than administrators of extracurricular events; they are teachers, guides and/or facilitators of learning. They serve as role models. They teach by example. They demonstrate. Like the classroom instructor, they provide students with an opportunity to learn, to demonstrate mastery, and then reinforce that learning.

Partnerships

Because of their easy access to students and resources, student activities professionals have an excellent opportunity to become full partners with the academic program. They must, however, take a proactive approach. They might, for example, solicit appropriate faculty members to serve as "hosts" of annual literary, performing arts or general lecture series. Faculty often have direct contacts with performers and/or respected persons from their discipline and are very pleased to be able to introduce them to their peers. They may, in addition, choose to require or strongly advise their students to attend such potentially enlightening events. Once the planning process is

in place, it is not uncommon for faculty to build attendance at such events into their course objectives.

Conducting information sessions with faculty and staff to demonstrate how student involvement leads to student persistence is another way in which an activities staff can join forces with faculty. Such presentations not only enhance the credibility of student activities professionals in the instructional arena, but tend to promulgate more enthusiastic faculty participation in student organizations and events. And once they *are* involved, faculty must be adequately rewarded for their participation. Too often their expenditure of time and effort is not well recognized. An awards luncheon or dinner is one very simple and effective method of showing appreciation.

Above all, an environment must be created in the student activities office that welcomes faculty input and involvement. The most successful way of accomplishing this is to make resources, both human and financial, available to faculty. Wherever possible, provide assistance to faculty in arranging classroom speakers or instruction-related trips. Make the approval process as simple as possible, and treat every idea seriously. Start with one academic area that you feel comfortable with, make that work, and you will be surprised how quickly other disciplines will get involved. The development of these partnerships takes time and creative thinking, but the rewards in student success are worth the effort.

A Caveat

A caveat is in order here because it needs to be understood that not all student activities programs are "keeping the faith," nor do all student activities directors value their potential as partners with instruction. In fact, many do not. Many have not been able to see that *the role of student activities should be defined in terms that are consistent with the mission of the institution and the programs they sponsor or advise should serve to advance the primary purpose of the institution—the growth and development of the learner.*

Unfortunately, a large number of student activities professionals do not stay in the field long enough to grasp fully the importance of their position in the creation of an institutional climate that contributes to retention and persistence. Executive officers are often content to treat these positions as entry-level jobs and to let students control the direction of both programs and the expenditure of substantial amounts of money.

This attitude tends to foster the expenditure of a large portion of student funds on programs linked only tangentially to institutional missions. Presidents and deans should recognize that these funds are a significant resource which should be subject to the same evaluation and accountability as other institutional resources, and, in so doing, provide appropriate guidance and support to their director of student activities.

THE CHALLENGE

Student activity directors should not view their role as administrative monitors of student power groups. They should believe that student organizations and activities exist to provide not only social, cultural, educational and recreational opportunities for the college community, but also as laboratories where students learn about self-image, getting along with others, leadership and problem solving. Such activities provide an opportunity for students to experiment in a safe environment with public speaking, decision making, organizational politics and other skills which will contribute to their total development as capable and productive members of both the college and the greater community. Isn't this what the student development concept is really about?

The challenge for student activities directors is for better definition of themselves and their programs. They need to recognize that they are not schedule-makers and student monitors, but professionals who can say, "This is what I teach, this is how I do it, and here are the results." The challenge for deans of student development is to recognize the educational importance of this area and to provide the requisite support. *If student development is to survive as a philosophical approach to providing and contributing to the holistic education and development of students, it is student activities whose time has come.*

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An NCSD-Member Article

COMMITMENTS TO NON-CREDIT STUDENTS: Issues for Student Development Educators

Community college student development staff have a major stake in ensuring that comprehensive missions are implemented. We need to reassess our role in serving all students, regardless of their credit or non-credit enrollment status.

By DEBORAH FLOYD & LOIS WEIHE

THE COMPREHENSIVE community college mission is based on meeting multi-faceted community needs and desires through a three-pronged delivery of credit transfer curricula, credit vocational-technical training, and non-credit community services/continuing education programs.

As O'Banion (1985) notes, student development philosophies and the basic community college philosophies are historically congruent. Together we stand for development and opportunity. He further notes that "if the mission of the community college is curtailed, then much of the student development program that has emerged in response to that mission will also be curtailed" (p. 10). Community college student development staff have a major stake in ensuring that comprehensive missions are implemented.

Unfortunately, community college student development professionals have devoted the majority of their energies and efforts toward only the credit student delivery systems. When asked, "How is enrollment?," most respond with credit figures, completely ignoring the community services and/or continuing education enrollment. If one truly believes that "community is our middle name" and that a commitment to fulfillment of the comprehensive mission is basic, we need to reassess our role in serving *all* students, regardless of their credit or non-credit enrollment status.

Elsner and Ames (1983) suggest that the community college student services effort needs to be redesigned with a focus on new ideas, approaches, and a new "reason for being " (p. 139). Perhaps community college student affairs professionals could find this "new reason" by focusing on fulfillment of the basic institutional commitment to community-based learning. This refocus would require that student development educator professionals rethink roles, redesign services, and adopt responsive behaviors.

In light of the comprehensive community college mission, it appears obvious that student development programs need to be redesigned to ensure that all students (credit and non-credit) are afforded equal access and opportunities for development. A suggested leadership role for community college student development educators is to serve as "catalytic partners" with credit and non-credit administrators in efforts to ensure that *all* students' needs are being met. In addition to describing this new role, this article includes several examples of community colleges that have implemented community-based programs and services which are congruent with this proposed role change.

A CASE FOR NON-CREDIT STUDENT DEVELOPMENT PROGRAMMING

In 1984, 31 community college student development educators met to rechart the future of the profession. This group authored a widely distributed paper which reaffirms the philosophy of student development and challenges student development educators to design and implement support systems that "extend to the larger community and [that] require addressing community needs for information, for human resources, and for recreational and cultural enrichment" (Keyser, 1985, p. 34). Accepting this challenge implies the need for student development educators to assist all students equally, both credit and non-credit, toward the attainment of aspirations and goals.

In numbers alone, non-credit students comprise a larger percentage of total enrollment. For instance, in the state of Iowa, non-credit/community education students enroll in community colleges at the rate of approximately three to one. Nationally the American Association of Community and Junior Colleges (AACJC, 1984) reports that over 4.3 million persons enrolled in Fall 1983 non-credit programs, compared with 4.9 million credit students.

The reasons for persons enrolling in non-credit courses are as varied as the students themselves. A housewife with children leaving the "nest" may enroll in a non-credit word processing course in the hope of quickly learning skills for employment. An unemployed factory worker may turn to community education programs for short-term assistance in how to market oneself for a job. During the 1982 recession and through the present, the sluggish economy in the Midwest has resulted in an increased enrollment in career-related courses such as bartending, word processing, office skills, and electricity and electronics. It appears evident that, in addition to leisure development, many non-credit students enroll to gain skills and to cope with unemployment, potential layoffs, and lack of job security. Short-term community education classes afford some students opportunities to explore learning in non-threatening, non-graded settings.

Most student development educators in community colleges pride themselves in being experts in career development and decision making. Often, supportive career counseling and systematic intervention is a critical link in the students' educational and vocational success. Can student development intervention be any less important for students who elect, or can *only* participate in, short-term, non-credit courses? The answer is a resounding "No." But, to address the challenge of providing student development services to non-credit students requires a change in commitment, roles, and strategies.

STUDENT DEVELOPMENT PROFESSIONALS AS CATALYTIC PARTNERS

Tensions between credit and non-credit divisions of the community college have been felt since the comprehensive community college became a reality. Credit divisions often pride themselves on such characteristics as certified faculty, accredited and approved courses and programs, transferrable courses, academically viable curricula, and placement rates. Non-credit, or continuing education divisions, take great pride in their ability to be responsive to expressed interest and needs, a high degree of accessibility, affordability, and flexibility of course delivery stystems.

Both divisions justifiably take pride in their relationship to their constituencies—the credit divisions value their reputation with the feeder high schools, receiving colleges, and employers—the non-credit divisions in serving the general public, business, industry, labor and professional groups. Unfortunately, too often the credit and non-credit divisions do not work collaboratively toward identification of learners' needs and in determing which delivery system is most appropriate—credit or non-credit.

Because of a basic professional commitment to human development, student development professionals are likely catalysts to activate and facilitate partnerships between credit and non-credit divisions. This commitment seems to dictate that we take a lead in bridging the credit/non-credit gaps for the benefit of the learner. For instance, we need to ensure that a student whose goal is an associate degree in a legal secretary program (but who does not have keyboard skills) may easily enroll in a non-credit keyboard class and make the transition to the degree program. Strong linkages between non-credit and credit delivery systems are critical to the ability to meet students' learning needs.

Regardless of the instructional delivery system (credit or non-credit) student development educators have basic skills, expertise, and training in specialized services that are valuable to instructional planners and to learners. By identifying these basic specialized areas of expertise and offering professional services to instructional colleagues and students, student development educators may make giant leaps toward serving as catalysts for change in serving non-credit learners. The following basic student development services, which are generally accepted as necessary for credit

students, are also very valuable in serving non-credit learners:

- Orientation and assessment
- Career decision making and planning
- Academic advisement and course scheduling
- Transition support to other classes, colleges, jobs

A change in focus suggests a need for student development educators to assert themselves with their credit and non-credit colleagues in offering these basic services. Instructional colleagues must also accept the challenge of joining forces collaboratively to ensure wide-based college support for providing such services.

STUDENT DEVELOPMENT PARTNERSHIPS IN ACTION–CREDIT AND NON-CREDIT

How does a community college student development educator transfer basic skills to the non-credit community learner? Some professionals have responded with the old adage that "the best way to get something done is to begin." The following examples illustrate the application of these four cluster expertise areas in "real college" settings.

Orientation and Assessment. Orientation is a time-honored tradition for entering students on college campuses. This tradition, however, generally applies only to credit students. Beginning students, whether credit or non-credit, profit from knowing basic facts about the college, its services, and the opportunities available. Community college practitioners know that students profit from assessments of their own academic strengths and weaknesses when starting courses. Unfortunately, non-credit students are rarely afforded comprehensive orientation and assessment services.

At Austin Community College, however, student development staff recognize the need for adult assessment and a Career Assessment Center was created. In describing this center, Shook (1983) notes that student development professionals have become a liaison between the college, business and community by matching individuals' training needs with the needs of area employers and by planning a program for awarding experiential credit. A result of this partnership is that employer training and non-collegiate programs are currently evaluated by division chairpersons at the college, and college credit is awarded when appropriate. Employees who receive credit for their non-collegiate training are in many cases motivated to continue their education and meet their career and/or educational goals.

Career Decision Making and Planning. In the economy of the 1980s, many adults have found themselves faced with the necessity of adapting to changing requirements in the labor market. In an effort to assist adults with these changes, Northwestern Bell Telephone Company recently incorporated into its labor contract a Retraining Assistance Program for its craftsworkers. In order to implement the program, Northwestern Bell collaborated with Metropolitan Technical Community College in Omaha, Nebraska, to design a program to emphasize individual career counseling, assessment, and educational planning that reflects the workers' career goals. Community college career counselors worked with the Northwestern Bell craftworkers to develop new career directions and to draw upon both credit and non-credit courses to help them achieve their career goals.

Academic Advising and Course Selection. All too frequently, non-credit enrollees select courses without opportunities for professional advisement. Many non-credit students need a great deal of information before they can adequately select courses to meet their goals. Student development educators have a prime opportunity to break out of the traditional "admissions office" response and demonstrate that community-based student services are as appropriate as community-based courses. For instance, Central Piedmont Community College in Charlotte, North Carolina, adapted a "branch bank" concept and established a network of Area Learning Centers. Those centers are not classroom facilities but are student development centers that offer the same services to off-campus learners that are available on campus (Roueche and Baker, 1983).

Another example of a community based advising effort is at Triton College in suburban Chicago. Triton conducted a community needs assessment which demonstrated the need to place an information booth and registration terminal in a centrally located shopping mall. Staffed by student development, admissions personnel and counselors, the Triton center has proven successful (Knight and Orozco, 1983).

Transition Support. Meeting the needs for transition support when non-traditional students enter college is important. As early as 1974, Kirkwood Community College in Cedar Rapids, Iowa, instituted a program entitled "Expanding Horizons for Women." While the program may not appear unique, the process for development is noteworthy. A task force consisting of women from community/continuing education, the arts and sciences division, the vocational education division, and the student development division developed a

program that was anchored in an array of services—counseling, academic advising, and on-going support groups—designed to meet the unique needs of returning women. Additionally, courses from the credit and non-credit offerings were "packaged" and scheduled to provide opportunities for women to enroll in very efficient time frames.

LEADERSHIP CHALLENGES

We have made a case for student development educators to take a leadership role in ensuring that non-credit continuing education/community services learners be afforded student development services. We suggested that student development educators assert themselves with instructional colleagues in the credit and non-credit arenas to offer collaborative professional services of orientation, assessment and advising, career planning and decision making, academic advising, and transition support.

To tackle the challenges of integrating credit and non-credit programs and implementing the student development model proposed, student development educators face many critical leadership challenges. Among the basic challenges are:

- *A commitment to the learner, regardless of instructional delivery system, must be made college-wide.* While this may appear trite, serving learners through a community-based student development model requires a commitment to do so. Since most student development programs are geared toward the credit learner only, this commitment to the non-credit learner is often lacking.
- *A realignment of priorities and a redesign of student delivery systems must be made in light of the commitment to serve the non-credit learner.* If we say we are commited to non-credit/community education learners, our priorities must reflect that commitment. Counseling a credit student must not automatically take priority over counseling a community education student. Our priorities will also be reflected in the student delivery systems, such as registration processes. Non-credit students should be afforded the same support systems in terms of ease of registration and advising as credit students.
- *Student development educators need to redefine their professional roles in line with an entrepreneurial mode of operation.* Deegan (1984) suggests that community college student development educators redefine their roles and consider an entrepreneurial-based client service model that would generate income by providing developmental programs on contract to business/industry and other community groups. A true entrepreneurial student development educator will likely find numerous means and strategies to serve community-based needs, in addition to those Deegan suggests. The point, however, is that our roles must be altered and entrepreneurial skills learned and practiced.
- *A change in roles will require in-service development of staff.* A community college counselor who has focused primarily on credit student concerns for a number of years is likely to need in-service development on the ramifications of this role change. Most non-credit students are adults—not fresh out of high school—and they bring with them developmental needs and wants, aspirations, and life skills. To serve adults, student development educators must be well-versed in adult development theories and intervention strategies. To adopt an entrepreneurial leadership style may also require in-service development in entrepreneurial management.
- *A commitment to the non-credit learner will require realignment of funding priorities.* Although grants and contracts are often available for community-based student development intervention, a true commitment to community-based student development services will require an institutional commitment to financial support. In other words, if we say we are going to serve the non-credit learner, then we must "put our money where our mouth is." Counselors and other student development staff are likely to resist a change in roles if additional dollars are not available to assist in the realization of the community-based charge.
- *Through the process of changing to a community-based student development delivery system, student development educators need to be "loving critics" of their profession and their work.* To ensure that instructional colleagues value and respect the leadership of student development educators in meeting community-based needs, professionals should listen and be responsive to colleague input. As new territories and directions are charted, improvement of programs and services can be enhanced through self-criticism of our work. Rather than praising ourselves for great work, we should continuously assess the clientele that is not being served adequately, i.e., evening students, off-campus continuing education students, unemployed citizens, homemakers enrolled in non-credit classes. Entrepreneurs succeed, in part, because they are "loving critics" of their work and use external and self criticism for improvement.

SUMMARY

It is imperative that we as student development educators redefine our roles in terms of the

basic mission and philosophy of the community college. Since "community is our middle name," student development educators are responsible for ensuring that services and programs are community-based.

Four basic areas of student development expertise have been suggested as a means by which professionals might begin to work with credit and non-credit instructional colleagues to help facilitate the realization of the basic college mission. It was suggested, however, that the primary responsibility for initiation of this change rests with the student development educator.

In addition to the essential challenge of becoming community based, six critical leadership challenges were identified. As Elsner and Ames (1983) suggest, we need direction, leadership, and an "infusion of ideas, new approaches, a new reason for being." Perhaps this reason for being rests with becoming community-based in our work.

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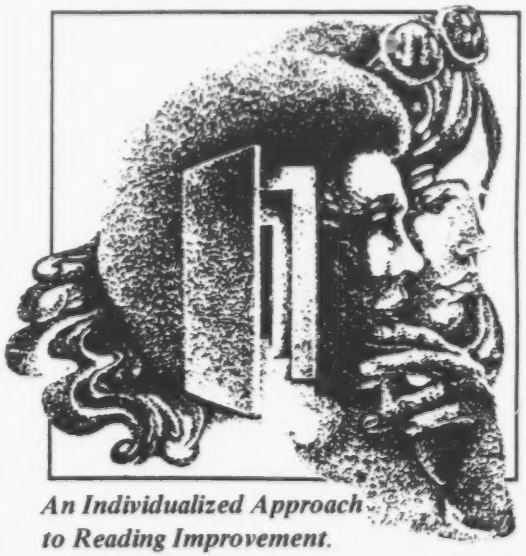
VOCABULARY, READING, & REASONING

By Martha Efurd & Margaret Newell



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An NCSD-Member Article

A Human Resource Development Project: The Rise and Fall of a Career Decisions Program

The development, success and termination—due to changes in leadership and management—of a six-year Career Decisions Program is described. Advice is given for others wishing to establish similar programs.

By RONALD STEINKE

BEGINNING IN JANUARY 1979, the Human Resource Development Project's "Career Decisions Program" was implemented at Saddleback Community College District's Irvine Valley College. Five factors contributing to the design and subsequent success of this program were:

1. *Time Shortened:* Six clock hours of scheduled services time over three weeks supplemented by career laboratory time for clients. The intensive nature of the program had appeal to mid-life career change and reentry adults.

2. *Task Oriented:* Practical and structured activities kept clients involved with programmed guidebooks, computerized career services and career-lab research.

3. *Focus a Single Purpose:* Clients made career and/or educational decisions which resulted in goals and plans for either future employment or education.

4. *Values Clarification:* Clients used a programmed manual along with computer interaction to relate current values to career options and future planning.

5. *Self-Supporting:* Client fees provided funding for the program and supported advertising, counseling, career technician and management functions.

Values clarification has been and is used as a part of many career development programs. However, the Irvine Valley College HRD Project used values clarification as its central focus. The project was designed for non-student adults who were either career change or career reentry persons. Clarification of values has both personal appeal and practical importance for this adult population.

VALUES IDENTIFICATION

Two primary sources are used in this Human Resource Development Project.

1. Each client completed a programmed booklet entitled "Self-Directed Goal Setting Guide" (revised in 1985 to "Career-Life Planning Guidebook"). Written by Ronald Steinke and published locally, the guide first appeared in 1974 and adapted the values clarification techniques used in Dr. James McHolland's "Human Potential Seminar." Each client completed the Goal Setting Guide as a self-directed laboratory activity. Counselor support and interaction augmented the process.

2. During the course of the project, each client also had the opportunity to complete the educational testing service System for Interactive Guidance Information (SIGI). SIGI has a values clarification component rank ordering values based upon a client's priorities. From this, a client receives a printout of those careers most highly correlated with their values.

Assumptions underlying the focus on values in this Human Resource Development Project are:

1. Decisions related to values will be *more satisfying;*

2. Decisions will be *more motivating,* resulting in a more productive person (worker);

3. Value-based decisions will result in *more success;* given satisfaction and motivation, success is more easily attainable; and

4. Knowing something about clarifying values enables a person to be *more self directing* and to *make better future-decisions.*

PROGRAM DEVELOPMENT

The idea of a Career Decisions, Human Resource Development Program was first conceived in 1975, following a visit to the Human Resource Development Program (Richland College, Dallas, Texas), which focused upon mental health issues. Circumstances making it possible to develop the idea into a program at Saddleback College District, Irvine Valley College were:

1. Program development for the opening of a new campus. Irvine Valley College first opened in January 1979 as the North Campus of Saddleback Community College.

2. Financial constraints resulting from the passage of Proposition 13 in June 1978, causing Saddleback College District personnel to seek better ways to serve both student and non-student populations.

3. Availability of a University of California at Irvine student intern who wrote the concept paper.

The Saddleback College board of trustees approved the project on a three-year pilot basis during the summer of 1979, and the initial client group was conducted in January 1980. The project continued through the fall semester, 1984, and progressed from a successful program to one which was discontinued.

PROJECT MANAGEMENT

The Student Development and Services along with Community Services offices at North Campus joined together to manage and present this program. Student Development was responsible for program design, counselor and technician selection and training and quality control. Community Services had responsibility for promotion, registration, and budget management.

Staffing consisted of the dean of student development as project manager, a part-time operations coordinator, and up to five part-time counselors and career technicians.

Major assistance came with agreement for a volunteer project coordinator until income made it possible to pay a salary. Brochures were donated by a printing company, advertising by two shopping guides, and client grants by individuals and companies. Project advisory board members agreed to promote the program within their spheres of influence.

Support from the college included the cost of all direct mailings, use of SIGI and the computer without chargeback, and release time for the dean of students to make presentations to service clubs, United Way agencies, and business/industry; and, to function as counselor for the first five client groups. The dean of students also trained counselors and technicians to work within the project format. Clerical support, all utilities, telephone, and the career lab were also provided by the college.

The Career Decisions Program of the Human Resource Development Project began with a client fee of $60 (or $10 per clock hour per client). The fee was based on program costs and projected revenues.

INTAKE INTERVIEW

Program activities were individualized, self-directed, and self-paced with counselor and technician functioning as resource persons and process facilitators.

No charge was assessed for the initial consultation. The operations coordinator conducted the interviews and screened clients. Two forms were developed to assure a structured interview and common information about each client—the first used by the secretaries to take inquiry calls and/or make appointments, and the second to be used during the intake interview.

At the conclusion of the intake interview, clients registered and paid fees. Registration included assignment to a specific client group.

SELF-DIRECTED GOAL SETTING GUIDE

At the time of registration, each client was given The Goal Setting Guide, received instructions on completing it, and was asked to complete as much as possible before their first client group meeting.

The first session was three hours long and included group orientation; assignment of clients' tasks based on information from the intake interview and feedback during the orientation time; lab activities, including computer time; continued work on the Self-Directed Goal Setting Guide and Holland's Self-Directed Search; time with the counselor and/or technician, and career lab research. Available career lab resources included videotapes.

slide/sound, microfiche, hardback reference books, and vertical file information.

The second session, 1½ hours long, was a continuation of the lab activities begun during the first session. Clients were assigned activities and study tasks to complete between sessions. SIGI was a major assignment with the expectation that all persons would have completed SIGI prior to this second meeting. Thus, by the second meeting, SIGI, the Self Directed Goal-Setting Guide, and Hollands's Self-Directed Search would have generated lists of careers for clients to research.

When the third and final week arrived, each client was expected to be ready for closure. The counselor and technician strove to meet this objective. Closure included a career goal with action steps to get there, such as enrolling in school, preparing a resume, and initiating a job search campaign. The counselor performed a referral function if help was needed with any of the above. When a client was unable to clarify values or use information to make a decision, the counselor either made a referral or arranged to continue the client in the Career Decisions Program.

STAFFING CONSIDERATIONS

Client groups: Size varied from five to seven persons. Experience indicates that this self-directed facilitator model loses efficiency either below or above this range. Counselors need to be screened and trained to work within this format. The tendency of many counselors is to continue one-to-one counseling activity; therefore, selection of counselors was critical and training to work in a highly structured laboratory model became essential. At the peak of program activity, there was a client group meeting each evening Monday through Thursday and on Saturday morning.

Fees go up: In January 1981, the client fee was increased to $75, then again in January 1982 to $85. Contrary to predictions, client numbers did not decline as a result of fee increases.

Timeframes: Initially, the program consisted of one three-hour and two 1½-hour sessions. This was later changed to three two-hour sessions. However, the earlier model proved more functional for the management of physical resources, especially SIGI. The three-hour first session permitted four persons to go through values clarifications while the two-hour format permitted only two.

Clients were advised that they pay for counselor, technician, and resource time and for the use of the Career Development Lab. If clients spent only the six hours of scheduled session time, they would most likely not reach closure in three weeks. Therefore, clients had to be both highly motivated and self-directing. The intake interview screened for this type of commitment.

WHAT HAPPENED

After the program began in January 1980, the enrollment climbed to 33 clients by May 1980, and the operations coordinator became a salaried classified position—at first quarter time, but by the end of the first year three-quarters time. During the first year, 253 clients were served; this increased to 380 during year two. Thus, a total of 631 clients were served during the first two years, generating a gross revenue of $37,980. Proceeds supported all printing, advertising, consumable materials, the operations coordinator's salary, and up to five part-time counselors and technicians. During the second year the project realized a net profit of $1,800.

FOLLOW UP AND EVALUATION

To appraise client experience, a follow-up survey was administered six months after the client completed his/her final session. Numerical ratings were derived from responses using the instrument instructions and scale:

> Please circle the number which most nearly indicates the DEGREE OF HELPFULNESS you experienced as a Human Resource Development Project client:
>
> 5 Very helpful (outstanding)
> 4 Above average amount of help
> 3 Average amount of help
> 2 Fair amount of help
> 1 Not helpful at all

Based upon evaluation responses from clients served during the first two years of the project, the findings were:

Overall helpfulness	3.24
Examine what is wanted from work (values)	3.90
Learn strategy for making decision	3.32
Identify occupational fields that match values	3.38
Review accurate and current information on occupational fields	3.15
Set achievable career goals	3.14
Gaining better understanding and clearer ideas of values	3.99
Making a decision about type of work	2.88
Making decisions/plans for education/training	3.01

Follow-up results were:

- 42 percent of the respondents indicated that they were involved in work related to their HRD experience.

- 32 percent of the respondents indicated that they were involved in education or training related to their HRD experience.
- 26 percent indicated that they were not involved in either work or education related to their HRD experience.

Twenty-two percent of the first two year participants were represented in the responding sample.

Values clarification was consistently viewed as the most helpful part of the process. This applied to both the Self Directed Goal Setting Guide and the SIGI. SIGI received a slightly more positive response.

While time spent with the counselor and technician were rated above average, many respondents indicated that more time would have been desirable. This is consistent with the counselors' reports that many clients wanted more individual time and had difficulty managing the self-directed laboratory experience.

PROGRAM CHANGES

The third year was a transition year with all management responsibilities being transferred completely to Community Services. Student Development interfaced with the program to the extent that clients continued to use the Career Development Lab and the dean and/or coordinator of career development was involved in selecting new counselors and career technicians.

Staffing was revised to identify one of the project counselors as lead counselor and a technician as lead technician. They had responsibilities for training and quality control and were paid a differential stipend for these services.

Continued efforts were made to make the program more completely self-supporting. A SIGI fee and lab fee were now charged back for each Human Resource Development client registered in the project, beginning August 1982.

The possibility of expanding project services to high school students was discussed. Clients came into the project in response to newspaper, shopping guide, and Commun'ty Services program ads, referrals from former clients, and referrals from psychologist and welfare agencies. A "vendor" relationship with vocational rehabilitation was also a client source.

SUCCESS INGREDIENTS

Initially, the commitment of two individuals (the dean of Student Development and Services and a UCI intern who later became operations coordinator) kept the project alive. They literally made it happen, and any college wanting to replicate this program will need to have equally committed persons if the program is to thrive and grow.

The program continued for three years after the transition to community services and a totally self-supporting program. The program coordinator left after five years and was not replaced. Thus, during the program's sixth and final year, both the dean of students and the program coordinator, who had jointly designed, developed and nurtured this special program, were no longer associated with it.

A part-time counselor (not associated with the college counseling staff) along with community services personnel assumed full management responsibility for the program. The advisory board had been discontinued, and advertising was limited to the standard college community services schedule. These and other factors contributing to reduced quality of services caused client enrollment to decline. The program ceased to be self-supporting and was discontinued. Thus ended one of the longest continuous community services programs for the Saddleback College district.

EPILOGUE-SUMMARY

This Career Decisions Program model was successful. The model is, however, predicated upon the following:

- Professional staff from the college have ownership. The program needs to be institutionalized and not viewed as a satellite in orbit.
- The program is related to and valued by full-time Student Development Services staff.
- Quality control is consistently evaluated to assure that the elements of the process are monitored by the counselors and technicians as they lead clients through it.
- An advisory board of community supporters and advocates is active.

Any college considering a similar program should take measures to build-in these four program management characteristics. This will assure that good ideas and programs will not go away due to lack of professional leadership and commitment by the college and its student-development professionals.

Dr. RONALD J. STEINKE is on a leave-of-absence from Saddleback Community College Services where he is District Director of Student Services Coordinator. He was Dean of Students at Irvine Valley College also in that district.

An NCSD-Member Article

THE COMMUNITY CAREER COLLEGE

Community colleges should be primary sources of career information in their service areas. Student services professionals can assume a leadership role in developing partnerships with community groups by assertively defining and extending not only career information resources but also a myriad of student services.

By JACK R. McDONALD

THE COMPREHENSIVE community college endeavors to provide a broad range of post-secondary educational opportunities for the residents of the geographic area it serves. This responsibility is frequently outlined in the institutional mission statement printed in the front of the college catalog. While the role of student personnel services* (SPS) is broadly outlined in most institutional mission statements, what is not stated uniformly—based on a review of several college catalogs—is the role or responsibility of SPS outside the campus.

Does student personnel services have a responsibility to the community outside the campus setting? Some community colleges are very specific regarding their responsibilities for addressing community needs; other colleges are vague in their written commitment to this function.

It is not surprising that the role of student personnel services in the community is poorly defined since confusion over the importance of these services also exists on many campuses. Elsner and Ames (1983) note that there is no consensus "about the nature of, need for, or direction of community college student services programs. . . Those who believe that student services have never been needed more than at the present are also urging that such services be vigorously overhauled and reshaped. Others question the value and relevance of student services."

It is imperative that student personnel services practitioners outline clearly their responsibilities, their contributions to the educational process and the academic success of students, and document these contributions. In addition, they must clarify their role outside the campus, market their services and declare their role in the community they serve.

A CONSUMER MODEL

Leach (1985) subscribes to a consumer orientation model for SPS and broadens the traditional student users of these services to include three separate constituencies: the corporate institution, the students, and the community. Leach states that "the consumer orientation identifies needs and appropriate responses for each of these constituencies and suggests accountability indices to measure the effectiveness of responses."

In the consumer model, the constituencies' contribution to the college of time or money is dependent on their perceived return of value. Applying this concept then, student services will be supported to the extent that students, the campus and the community benefit from their programs and services.

A national colloquium on "The Future Vitality of Student Development Services in the Two-Year College" was held at Traverse City, Michigan, in August 1984. The report developed by 31 two-year college student development leaders, identified 7 major issues or challenges to student development services and recommended an agenda for national and local action (Keyser, 1985). Item two of this agenda refers to "Strengthening Partnerships With Community Constituencies." It states that "providing services to meet changing educational needs requires that two-year colleges develop partnerships with a broad range of external agencies and groups." It calls upon student development professionals to foster these partner-

* Student personnel services, student development services, and student services are used interchangeably in this article.

ships at the local level through the following actions:

a. Participate in developing community profiles (demographics, resources, attitudes) to assist in building linkages between the college and community constituencies.

b. Identify effective partnership models within the community and disseminate this information for effective utilization.

c. Assume a facilitating role in attempting to match the college mission with the needs of community constituencies.

d. Establish and maintain active liaisons with external constituencies that serve the interests and needs of students.

CAREER INFORMATION/COUNSELING

Student personnel services can secure its strongest ties with and make its greatest impact on the community by providing quality career information, career counseling and assessment. Monroe County Community College, Monroe, Michigan, is currently attempting to do this by offering the resources of the career center including career testing and career counseling without charge to any resident of the college district. This is a natural area for community colleges to foster. Since more than one-half of all entering students are unsure of their career goals, all community colleges should be making a strong commitment to career information/career counseling.

The availability of career planning services on campus is an important factor in improving student retention (Beal and Noel, 1980). And perhaps retention is our best source of recruitment. If students can define and then proceed sequentially to reach their career goals, they will fully comprehend the educational requirements necessary and are more likely to stay in college. For the same reasons, career planning assistance is an important aid in student recruitment.

The career center at Monroe County Community College is a valuable resource designed to help students find out more about their professional and vocational options. Information is available on job descriptions, educational requirements, wages, benefits, and employment outlook. College catalogs, applications, and curriculum guide sheets are also supplied for student use. An effective recent addition to our career center is a computer-assisted career guidance system using the American College Testing "DISCOVER" software.

A career center service, which is available to members of the community including high school students, is the availability of career information packets. Each packet includes information on a specific occupation, and includes a description of the occupation, training or education required to gain entry employment, the employment outlook for that occupation, and anticipated salary. Included with these materials is a vinyl folder detailing information about the college on the inside folds.

Over 7,000 requests for career packets, taken by telephone, post card and walk-in inquiries were received during the 1984-85 academic year. This large number of requests reflects a high degree of interest in receiving career information. This number is especially revealing since there are only 135,000 residents in the Monroe College District.

Comments regarding this service have been very favorable and people often have follow-up questions regarding how to pursue specific occupations. Recipients comment that the information often confirms their occupational choice while others state that they have deleted an occupation from their career choice. Periodically, surveys are conducted of people who have requested career information packets. Data from these surveys shows that the career center and the career information packets are important aids in student recruitment and retention.

A bright yellow post card for requesting a career packet is titled "YOU'RE UNIQUE," printed above a human thumb print.** The card collects a person's name, address and high school, and has space to identify up to three careers/occupations. This information is useful in making follow-up contacts as part of our student recruitment program. The titles "CAREER CENTER" and "MONROE COUNTY COMMUNITY COLLEGE" are prominently displayed on the bottom of the card and the college address is printed on the other side of the card. A supply of these cards is provided to each school counselor in the Monroe district, plus one is included in our college viewbook.

ECONOMIC DEVELOPMENT

Community colleges have expanded their efforts in economic development by focusing greater attention on the educational needs of business and industry for training and re-training. The administrative unit responsible for coordinating the colleges' economic development program is frequently part of the instructional area,

** This card was developed by Joyce L. Haver, a Monroe County Community College counselor.

although various organizational patterns can be found. Whatever the pattern, student services should be a critical element in any deliberations which map the institutions' economic development program. The support services incorporated in a community college's economic development effort frequently may be more vital to participant success than classroom instruction.

Monroe County Community College has an economic development committee with membership representing various administrative units. Student personnel services is represented by the dean, the director of admissions and guidance, and the director of financial aid and placement.

Student personnel services at Monroe County Community College has also assumed a leadership role in promoting the economic vitality of the community. In addition to the career guidance services available to individual residents, our staff has worked cooperatively with business and industry on a variety of special programs. For example, career day seminars were offered in cooperation with the local United Auto Workers (UAW) and Ford Motor Company for unemployed UAW-Ford personnel. And a grant from the UAW-Ford National Development and Training Center supported a six-week concentrated career counseling and guidance program for unemployed workers.

SCHOOL CONTACTS

Community colleges visit the high schools in their service area to meet with students, distribute literature and answer questions, update counselors and faculty on college services and programs, update counseling office files and display materials. In many instances these visits replicate the format that four-year college and university representatives use. Because of their strong local orientation, community college student personnel services professionals should assume a more pro-active leadership role in working wth high school students and staff.

The admissions-guidance staff of Monroe County Community College has promoted actively the efforts of the Monroe County Personnel and Guidance Association. Membership in this organization consists of area high school, junior high school, and community college counselors. The bi-monthly meetings of this organization are hosted on the community college campus; and, provide our college staff an excellent opportunity to update the school counselors with reliable, current information on community college programs and services. Time is allocated for this purpose at each meeting so counselors know they can readily obtain answers to college-related questions.

Career day, held on campus, is planned in cooperation with our staff and area high school counselors. This program provides high school juniors the opprtunity to meet on campus with representatives from different occupations. College faculty members are involved frequently in this program either as speakers or resource personnel to introduce guest speakers.

College counselors also assist in planning for and hosting the annual college night program on campus for all county high schools. An important feature of this activity and career day is that a large number of high school students visit our campus.

Principals from area high schools are invited periodically to have lunch on campus with student personnel services staff. These luncheons provide an excellent opportunity to learn the principals' perceptions of the college and clarify our relationship with their schools. These meetings are also used to share information with principals concerning the academic success of their former students. Contacts such as these with school personnel help reinforce a positive attitude toward the college and aid in student recruiting.

AGENCY CONTACTS

Student personnel services staff should assist students in reaching sound and realistic decisions in matters of vocational choice, educational planning and personal concerns. Problems in any one of these areas may interfere with a student's capacity to learn. In some instances, if left unchecked, the problem may interfere to the point that the student is no longer able to function effectively and withdraws from college.

Few community colleges are prepared to provide adequate professional counseling assistance in all three areas; that is, vocational, educational, and personal concerns. Financial, and therefore staffing, limitations often dictate that community colleges cannot be all things to all people; therefore, they must prioritize their student services. Primary emphasis must be placed on those services which will assist the greatest number of students in reaching their educational goals. This involves a constant monitoring process.

Student services professionals at Monroe extend their assistance to students by maintaining close, cooperative realtionships with community agencies that provide human services and selectively refer students to those agencies. Our listing of such agencies would include the health depart-

ment, the department of social services, the employment securities commission, and various private consultants. College personnel need to know what services are available through these agencies and how students obtain assistance.

Representatives of community agencies and the college SPS staff meet periodically. These meetings provide a convenient forum for exchanging information and material. As a result, agency personnel are also more likely to refer clients to the college for additional education.

GROUP COUNSELING

Group counseling at Monroe County Community College in the form of short seminars has been very popular. Seminars have covered such topics as "Resume Writing," "How to Study Techniques," "Test Anxiety," "Time Management," and "Dealing with Divorce." Although the seminars have been designed primarily for currently enrolled students, they are also open to community residents and involve no registration or fees.

Beginning with the recent fall semester, our seminar calendar was listed in the continuing education and community services program schedule mailed to all households in our district. This resulted in a number of community people attending, again illustrating the benefit of extending student personnel services beyond the campus.

SUMMARY

Student personnel services professionals need to define more clearly their role in the community. Whether it be career information outreach, career counseling assistance, or marketing their specialized services, a positive leadership position is their responsiblity. The consumer model requires that student personnel services develop partnerships with a broad range of external agencies and groups, so a distinct effort to establish links with such agencies is imperative. In actuality, such connections will come back to the college in the form of profitable services to each college's constituents. These services can strengthen the colleges' ties with area high schools, benefit individuals preparing for job entry or job re-training, and complement the institutions' economic development efforts.

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How to live with someone who's living with cancer.

When one person gets cancer, everyone in the family suffers.

Nobody knows better than we do how much help and understanding is needed. That's why our service and rehabilitation programs emphasize the whole family, not just the cancer patient.

Among our regular services we provide information and guidance to patients and families, transport patients to and from treatment, supply home care items and assist patients in their return to everyday life.

Life is what concerns us. The life of cancer patients. The lives of their families. So you can see we are even more than the research organization we are so well known to be.

No one faces cancer alone.

AMERICAN CANCER SOCIETY

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NCSD Spring Update

News from the National Council on Student Development president.

By JOHN KEYSER

1. Ron Steinke has developed three regional conferences entitled *Community College Counseling: Futures Symposia* for February 6-8 in Orlando, February 13-15 in Anaheim, and February 20-22 in St. Louis. He has arranged an exciting program, involving 32 presenters, including William Deegan, Barbara Soriano, Dan Creamer, and Terry O'Banion.

2. We have joined forces with the National Council on Instructional Administrators and the National Council on Community Relations to nominate Dan Moriarty, President of Triton Community College in Illinois, and a former dean of students, for the AACJC Board of Directors. Please mention Dan's name to your president. We believe Dan has an excellent chance of winning. This would be a first for us. Let's get behind this effort. Ernie Leach is the campaign chair.

3. Dale Parnell has asked our council to work with several other councils to co-author position papers on Access, Assessment and Developmental Education. These would be submitted to the AACJC Board of Directors for approval and national distribution. Here's a great opportunity to exercise leadership at the national level.

American College Testing, the National Council of Instructional Administrators and our Council have agreed to accomplish this task through our third annual Mastery Leadership Conference, scheduled for July 21-23 in Traverse City, Michigan. The agenda is shaping up to be a very ambitious one and space limitations have led the executive committee to decide on inviting fifteen participants.

The Instructional Administrators will also invite fifteen of their membership and ACT (and possibly the National Council on Black American Affairs) will have a smaller number of representatives. Three position papers, one each on access, assessment and developmental education, will be written and sent to the AACJC Board for their approval and distribution in late '86 or early '87.

4. Steve Maier (president-elect), Lornie Kerr and I met with the leadership of ACT (Oluf Davidsen, David Crockett, Don Carstensen, Milt Hillery, John Roth, Rich Rowray and others) and with Urban Thobe, representing the National Council of Instructional Administrators, on January 9 and 10. Our purpose was to plan the summer Mastery Leadership Conference and to explore the potential for a long-term collaborative relationship.

We were all very enthusiastic about working together to define a series of regional workshops that would, generally, reflect the themes of Access, Assessment and Intervention Strategies. We were also confident that some jointly-sponsored research projects that would serve practitioners could be defined.

We have agreed to meet in Orlando during the AACJC national meeting to explore these themes in greater detail and invite the leaders of several other councils to participate. This cooperative venture has *tremendous potential.*

5. Steve Maier has planned a full program for council members at the April 13-16 Orlando meeting. Please try to attend all of these council-sponsored events.

- An awards breakfast meeting on Monday morning (April 14)
- A reception, co-sponsored with NCIA, on Monday evening.
- Our business meeting on Tuesday afternoon
- Our forum program on assessment (time to be confirmed)

6. Lornie Kerr, as per our new by-laws, is putting together a ballot for the change of the guard. These positions are up for election: Vice President, Treasurer, Secretary and the regional representative positions currently occupied by Ken Kerr (Region II), Charles Coleman (Region III), Jo Beene (Region IV), Bill Schaar (Region V), Mike Rooney (Region VI), Linda Dayton (Region VII), and Jack Selle (Region

X). People interested in running for office should contact their regional representatives.

7. Joanna Michelich has done an excellent job with our membership drive. Our membership is up for the second consecutive year.

8. Rich McCracken and Clint Cooper have been organizing the financial aids network. They recently met with Frank Mensel in Washington to help clarify the national agenda on which the network should focus.

9. In the works is a summary of last summer's Mastery Leadership Workshop. Our intention is to submit copy to ACT for publication by March 1 and to send to all community colleges by mid-June. This is intended to reinforce our roles as campus-wide leaders, based on the excellent book by Warren Bennis, *Leaders, Strategies for Taking Charge*.

10. NCSD leaders in Oregon and Washington (Jack Selle, Connie Green, Jim Roberts, Jon Carnahan) have organized a May 8 and 9 workshop, featuring Terry O'Banion and aimed at developing a position paper which can be used with legislators on Access, Assessment and Intervention Strategies, a precursor for our summer event in Traverse City.

11. Linda Dayton is chairing a major League of Innovation project to prepare a statement on student development in the community college. This appears to be an exciting spin-off of the Traverse City Statement! We have agreed to co-sponsor a culminating conference in summer '87 and to review and endorse the final national statement.

This is an ambitious project which involves NASPA and Commission XI. I have agreed to participate as a member of the National Blue Ribbon Panel to review and approve the report. Thanks to Linda for her leadership!

12. Walt Bumphus and Myrtle Dorsey have produced an excellent NCSD brochure which outlines our network by listing representatives from nearly all of the states. If we use this network in a consistent and creative manner, we can martial nationwide energy and clout.

Dr. JOHN KEYSER is president of Clackamas Community College, Oregon City, Oregon, and president of NCSD.

THE NATIONAL COUNCIL FOR STAFF, PROGRAM, & ORGANIZATIONAL DEVELOPMENT

NCSPOD Sponsors Workshops

One of the basic goals of the Council is to foster effective and innovative approaches to staff, program and organizational development.

By BETTY KYGER

The National Council for Staff, Program, and Organizational Development continues in its quest to promote quality and excellence in higher education through the development of human resources and programs in two-year colleges. The council is proud to be affiliated with the *Journal of Staff, Program & Organization Development*, which shares common goals. One of the basic goals of NCSPOD is to foster effective and innovative approaches to staff, program and organizational development. With the diverse challenges facing higher education today—restricted budgets, tenured faculties, apathy, unprepared students, computer age—SPOD approaches are becoming even more critical in attaining and maintaining quality education.

In 1986, NCSPOD intends to promote the initiation and retention of SPOD programs and practices which will address the critical issues on a local level. This goal will be accomplished through conferences, publications and networking from the national level to a local campus level.

Regional conferences in the form of skills-building workshops targeted for educators directly involved in staff, program, and organizational development programs are scheduled in several locations during early 1986. A Southern Regional NCSPOD Workshop was held in Fort Lauderdale, FL, on February 12-14. Assisting in the coordination of it was Dr. Richard Furlow, Broward Community College, Fort Lauderdale, FL.

A Midwestern Regional NCSPOD Workshop was held in Albion, MI, on March 16-19. The Midwestern Representative coordinating the workshop was Judith Hansen, Crowder College, Neosho, MO.

During the AACJC annual

conference in April, NCSPOD sponsored a forum that showcased two award-winning SPOD programs currently in existence. The directors of a single-campus SPOD program at Rancho Santiago College, CA, and a multi-campus program at El Paso Community College, TX, presented the elements of their programs which are effective for their colleges. A similar presentation will be sponsored by NCSPOD at the NISOD annual conference May 19-21 in Austin, TX.

Other current benefits available to NCSPOD members include a Membership Directory, an updated Human Resources Directory, a quarterly newsletter, the *NETWORK*, and opportunities to meet and talk with other community college professionals who share common concerns and effective approaches to current issues in higher education.

Additional information concerning NCSPOD can be obtained by writing me at Columbia State Community College, Columbia, TN 38401.

Dr. Betty Kyger is President of NCSPOD, and is the Assistant Dean for Arts & Sciences at Columbia State Community College, Columbia, TN.

PRESCRIPTIONS

Building Human Bridges

If the department chair is instrumental in narrowing the chasm between faculty and administration, the institution should find ways to adequately reward people in that position.

By DUANE ANDERSON

The gulf that is formed between central administration and faculty in community colleges could be a product of its size, divergence of goals, lack of trust brought on by collective bargaining, role pressures, status differences or many others too numerous to mention. As the institutions attempt to establish a more cohesive identity, they must find ways to bridge these differences whether they be real or only perceived by the people in the institutions. Role ambiguity, which is identified in the current research as a major problem encountered by department /division chairs, could be viewed in a positive light by seeing it as an opportunity of clearly perceiving both sides of an organizational issue. The "search for identity" that many community colleges are going through at the present time will require both new skills and new participants if it is to result in an identity that will be lasting and meaningful. Clearly the mark of an effective or successful organization is the existence of a set of shared values. The literature places the responsibility for establishing those shared values at the doorstep of the chief executive officer; however, until they are implemented they serve no useful purpose in achieving the excellence sought by an organization.

SITUATION

Every attempt at dialogue between faculty and administration in the college over goals, directions, and long range plans end in standoffs and a hardening of positions on both sides. Staffing discussions result in the faculty firmly believing that administration's only concern is financial—how cheaply can we fill the positions. Administration often believes that the faculty are only interested in unrealistically lighter teaching loads and higher salaries without regard to the effect of these costs on the educational programs. Both sides couch their positions in very positive terms when discussing their side of the issue and very negative terms when referring to the other side. Both faculty and administration have the power to block progress, but without concerted efforts neither can be effective in bringing about the desired changes.

DIAGNOSIS

The difference in perceptions make it difficult for either faculty or administration to be comfortable on the same team. There is a lack of ability or willingness to accurately see all of the conditions that impact effective decisions. It is not a lack of information that is causing the dissention and disruption but rather the divisive interpretation given these data by those with perceptions that are adversarial rather than just advocative. The need is to find the people and the processes which will allow both sides of the issue to be aired, and receive critical and objective review.

PRESCRIPTION

The search for a bridge, a person who can both see and feel the positions of both sides, always seems to focus on the same person—the department chair. This prescription suggests that training the department chairs to perform their roles more effectively is not only important in accomplishing departmental and divisional objectives, but may be one of the more effective ways of dealing with the larger organizational issues of divergent view points. Department chairs typically are oriented toward faculty perceptions of reality and understandably so, since they typically are hired, assigned, and evaluated as faculty rather than administration. If both faculty and administration, and more importantly staff development people, are concerned about resolving the organizational barriers that keep them from making progress, they must develop programs to prepare department chairs to fulfill this larger responsibility.

The first step in the process is to clarify in the minds of people in central administration and also the faculty, the role to be performed by the department chair. While this consensus is not always easily arrived at, it is essential as a beginning point for the prescription. These discussions must occur before the department chair is involved in specific cases, otherwise the personalities and specifics of the situation will interfere with careful consideration of the department chair's role.

The second step of the prescription is to provide "skill training" for the people who are willing to perform those tasks agreed upon by the faculty and administration as legitimate functions of department chairs. Hammons and Wallace (1974) conducted a survey to determine the staff development needs of department/divisional chair persons in public two-year colleges. That study identifies sixty-six possible skill areas needed by this group of individuals, but only four of those skills were identified by over seventy percent of the people as being of medium to high need for their effectiveness. Those skills were techniques of motivating faculty/staff; staff/faculty evaluation; organizing, conducting, and evaluating feasibility studies of new courses; and evaluation of instruction. From this listing it is obvious that the term "evaluation" appears to be a critical skill needed by department/divisional managers in the conduct of their responsibilities.

This skill obviously requires the department chair to exercise accurate perception, reflection, and judgement. In order to develop these skills, one must interact with others and engage in a great number of exposure and feedback activities in order to develop the process skills required. The old adage that any evaluation system will work if the people being evaluated are in agreement and no evaluation system will work if people basically disagree with the premise on which it is built, suggests the format for the preparation of department chairs.

The final step in the prescription suggests that means must be developed to recognize and reward department chairs for their effectiveness in achieving the objectives of their role rather than the reward and recognition coming from their performance as faculty or technicians. Because the "bottom line" in educational institutions cannot be identified as clearly as the profit goal of business and industry, the evaluation of departmental chair effectiveness requires careful consideration.

If the chasm between faculty and administration is to be narrowed, if shared values appear to be an integral part of the organization's goals, and if evidence can be presented to indicate that the department chair has been instrumental in bringing them about, then the institution should find ways of adequately rewarding people in that position for those efforts. Obviously, not everyone has either the ability or the propensity to engage in this type of human bridging activity but for those that do, recognition should be forthcoming. The need for organizational bridge builders is great and time is of the essence.

REFERENCES

Hammons, J. O. & Wallace, T. H. (1974). "Staff Development Needs of Community College Department/Division Chairpersons," Unpublished paper, Center for the Study of Higher Education, Pennsylvania State University.

Reactions to this regular feature are invited by Dr. DUANE ANDERSON, Director of the Office of Community College Affairs, N491 Lindquist Center, University of Iowa, Iowa City, Iowa 52242.

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